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Education Trust



Option Subjects

Students select from these subjects

Subject: Art and Design GCSE

Why you should study Art and Design GCSE

This course teaches you important life skills – for example, undertaking research and investigation, problem solving, confidence building, visual awareness, ability to develop ideas, initiative, and cultural understanding. You can continue studies on to A level and beyond. This course helps you build an exciting and varied portfolio.

Examination Board and Specification Number: AQA 8201

Course Content

Component 1: Portfolio

The coursework portfolio is built up over the two years and consists of at least two projects that start with themes set by the department and the students. Project titles let students choose a focus of research from an early stage. Some of our popular projects have had the titles 'storytelling,' 'perspective,' 'microscopic' and 'heirlooms.' Year 10 coursework concentrates initially on further skill development and encourages the exploration of a wide range of media, techniques, and ideas. The projects cover everything from traditional drawing and painting techniques, printmaking, photography, digital media, sculpture, textiles, wire work and ceramics. Year 11 gives more freedom in terms of student direction, allowing for students to focus more on the techniques they enjoy the most. The study of artists, designers and craftspeople helps students develop their own ideas and give a deeper understanding of the place of art, craft, and design in history and within today's society. Research is important and is supported with trips to galleries and other enrichment activities including artist's workshops and live projects. The building of a lively sketchbook full of research, ideas and experimentation is central to the course. It is through these sketchbooks and some larger, mounted work that students show a clear development from a starting point (the theme of the project) to a conclusion (the final piece/s).

Component 2: Externally Set Task

The exam is unique, as it requires no revision, but it lasts over 3 months (from January to April in Year 11). In January, students will be required to choose one starting point from a selection sent by the exam board to be the theme of their exam project. Students will then research artists, designers and craftspeople and explore a range of techniques and ideas – much in the same way as they did for the coursework projects. The only difference between the externally set task and the coursework projects is the time limitation. Students have to complete the final piece to their project in a 10-hour exam (spread over 2 school days).



Assessment:

Component 1: Portfolio worth 96 marks (60%)

This consists of 2 projects that are marked as one unit and is assessed using the following 4 Assessment Objectives (AOs), each worth 24 marks, giving a total out of 96 marks.

AO1 – Developing ideas through research of artists, designers, craftspeople, etc.

AO2 – Refining work through experimentation with a range of media and techniques.

AO3 – Recording ideas through observational drawing, photography and explanations.

AO4 – Presenting a personal, informed and meaningful response (outcome/s) to the theme.

Component 2: Externally Set Task worth 96 marks (40%)

This is assessed using the same 4 Assessment Objectives and marking criteria as above.

Skills Developed, Progression and Possible Future Careers

The Art & Design course will not only develop students' techniques and ability across a wide range of media, but also their understanding of different ways of working and ways of approaching themes. As the course develops, so too will the students' confidence as they will begin to work more independently and creatively both in and out of lessons in the development of their final outcomes.

If you intend to take A-Level Art & Design or go on to study art or design-related courses at college, or even follow a creative pathway in the future, then this course is important for you. For those thinking further ahead, university courses that past students have gone on to study include **Fine Art, Illustration, Architecture, Graphic Design, Photography, Prosthetics, Stage Makeup, Textiles, Fashion, Jewellery Design, Art History and Journalism**, to name just a few.

As GCSE Art & Design is considered one of the most time-demanding courses on offer, increasingly, colleges and universities are recognising that gaining a high grade in GCSE Art & Design shows that you must be a very hard-working, creative, independent and dedicated student; attributes that almost all courses will admire in their applicants.

Subject: Child Development

Why you should study Child Development

This is a practical-based qualification which equips learners with the knowledge and skills to nurture and care for children in their early years. Students will examine child development from the point of conception through to five years of age, developing a thorough understanding of the importance of effective early years childcare. This is achieved through a variety of approaches, including undertaking research tasks, examining case studies, exploring public campaigns, liaising with childcare establishments, visiting speakers and engaging in work experience. The course will provide learners with knowledge, transferable skills and tools to improve their learning in other subjects with the aim of enhancing their employability when they leave education, contributing to both personal development and future economic well-being.



Examination Board and Specification Number: J809 OCR Level 1/Level 2 Cambridge National Award in Child Development

Course Content



All students will study three units as follows:

1. Health and Well-being for Child Development (40%) External Exam
2. Create a Safe Environment and understand the nutritional needs of children from birth to five years (30%) Coursework
3. Understand the Development of a Child from One to Five Years (30%) Coursework

Unit 1 R057

Working as a health or childcare professional needs an understanding of the care needs for children of all ages, starting right from the pre-conception stage. It's important to understand the key factors that impact on becoming pregnant, having a healthy pregnancy and creating a safe and healthy environment for the baby when it is born so that you can help and support those in your care.

In this unit you will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment. It's important to understand the key factors that impact on becoming pregnant, having a healthy pregnancy and creating a safe and healthy environment for the baby when it is born so that you can help and support those in your care.

This will be assessed externally through an exam paper which lasts 75 minutes.

Unit 2 R058

It is important that childcare settings provide a safe and nurturing environment to care for babies and young children. Childcare settings may include childminders, day nurseries, parent and toddler groups, playgroups, crèches and forest schools.

In this unit, you will learn how to create a safe environment for children from birth to five years in childcare settings. You will investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs.

This will be assessed by 10 – 12 hours on ongoing non-examined assessment (coursework).

Unit 3 R059

To work with children in nursery and education settings, it's vital to have a good understanding of how they develop. As well as developing physically, children develop socially and intellectually over time. Play is a key factor in a child's development process, so being able to plan and complete appropriate play activities with them is essential for working in these settings.

In this unit you will learn the expected developmental norms for children from one to five years. You will use observation and research techniques and skills to investigate these development norms and explore your findings. You will also learn the importance of creating plans and providing different play activities to support children in their development.

You will then be assessed on this unit via a second non-examined assessment (coursework) which will last 10 – 12 hours.

Skills Developed, Progression and Possible Future Careers

This qualification also allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment. Students will develop the following skills that are transferable to different real-life contexts, roles or employment:

Research skills – Research is a process of investigation using primary or secondary research techniques to help make decisions on an area of study.

Communication skills – Good communication plays a key part in the success of everything we do as an individual or as part of a team. It is the ability to convey or share ideas and feelings effectively. This may well involve some planning and could be written or verbal, and formal or informal.

These skills will help you progress onto further study in the health and social care sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Health and Social Care, A levels in psychology, biology or sociology, T-Levels in Health and Healthcare Science and the following apprenticeships:

- Adult care worker
- Allied Health Profession Support
- Health and Social Care
- Healthcare science assistant
- Maternity and Paediatric Support
- Teaching assistant

Subject: Computer Science (GCSE)

Why you should study Computer Science

The GCSE course gives students an in-depth understanding of how computer technology works. Students will be familiar with the *use* of computers and other related technology, but this course will give them an insight into what goes on 'behind the scenes'. This includes learning about the hardware, software, networks and myriad issues related to enabling the various systems to work effectively in different situations. A popular aspect of the course is developing programming skills, in which many students enjoy the challenge of solving problems through coding in various languages.

The course provides excellent preparation for higher study and employment in the field of computer science. The increasing importance of information technologies has led to a growing demand for professionals who are qualified in this area. Students who've taken a GCSE in Computer Science and who then progress to study the subject at A level or university will have an advantage over their peers who pick up the subject at later levels.

We want our young people to leave school with the ability to operate confidently in today's digital world. They will learn how to write computer programs and how to use computing technology competently and safely, enabling them to apply their knowledge and skills effectively in the evolving society worldwide.

Examination Board and Specification Number: OCR Computer Science J277

Course Content

Students are expected to

- demonstrate and apply knowledge and understanding of the key concepts and principles of Computer Science
- analyse problems in computational terms:
 - to make reasoned judgements
 - to design, program, evaluate and refine solutions

There are two main components to the course:

1 ~ Computer systems covers systems architecture, memory and storage, computer networks connections and protocols, network security, system software, ethical, legal, cultural and environmental impacts of digital technology.

2 ~ Computational thinking, algorithms and programming covers algorithms, programming fundamentals, producing robust programs, Boolean logic, programming languages and Integrated Development Environments

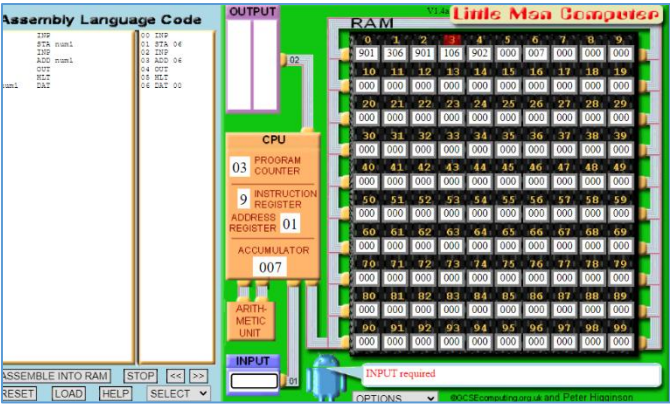
Additionally, during their course of study students engage in **Practical Programming** where they are given the opportunity to undertake a variety of programming tasks, to meet given criteria or to solve a problem. Students may draw on content from both of the main components when engaged in Practical Programming.

Assessment:

Students are assessed through **two 90 minute external exams**, each worth 50% of the grade, one for each component. The papers have 80 marks each, spread across 5 to 7 questions.

1 ~ **Computer systems** ~ The question paper will consist of short and medium answer questions. There will also be one 8-mark extended response question that will enable students to demonstrate the ability to construct and develop a sustained line of reasoning.

2 ~ **Computational thinking, algorithms and programming** ~ Section A, worth 50 marks, consists of short and medium answer questions. Section B, worth 30 marks, assesses students' **Practical Programming** skills and their ability to design, write, test and refine programs; students are required to write some code, for which we use the Python language.



```
password = "initial"
while password != "learn":
    password = input("Enter the password: ")
```

Skills Developed, Progression and Possible Future Careers

The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming, giving students a fun and interesting way to develop these skills, which can be transferred to other subjects and applied in other areas of life. In this respect, the course provides excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems.

The GCSE course is excellent preparation for further study at A level, where the Computer Science course extends and develops the knowledge and skills gained.

Typical jobs where knowledge and skills in Computer Science are crucial include: Computer Programmer, Website Developer, Games Developer, Cyber-Security Analyst, Hardware Engineer, Database Administrator. Due to technological changes in many aspects of life, study of Computer Science can lead to a range of exciting and interesting careers in a plethora of different fields, including gaming, research, environment, government, security, medicine, consulting, marketing, law, music, banking, tourism, films, animation, agriculture and many more.

Subject: BTEC Performing Arts

Why you should study Performing Arts

This course is open to anyone with a keen interest in performance or production. Students should enjoy Drama and be keen to explore the world of Theatre in depth to gain a deeper understanding of performing arts as an art form. The course allows you to choose your own pathway (performer or designer) and take ownership of project work. While the course places emphasis on Performing Arts and Drama, students also learn and nurture transferable skills that are highly desirable when moving into employment. Through personal development, desirable employment qualities are developed such as: teamwork, cooperation, communication skills, critical thinking and evaluation skills.

Examination Board: Pearson BTEC Tech Award Level 1/2

Course Content

The course is split in to three components:

Component 1 – Exploring the Performing Arts

To develop in the performing arts, you will need a broad understanding of performance work and influences. This component will help you to understand the requirements of being a performer (in acting, dance or musical theatre) and/or designer (in lighting, props, costume, set, makeup or sound) across at least three performances and performance styles. In this component you will develop a practical understanding of how performing arts work is created.

You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will have the chance to explore practically the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work. You will broaden your knowledge through observing existing repertoire and by learning about professionals' approaches and how they create and influence performance material.



Learning outcomes:

A - Investigate how professional performance or production work is created

B - Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.

Extra-curricular opportunities:

- **Theatre trips**
- **National theatre live screening opportunities**
- **Workshops with industry professionals on performance as well as production techniques**
- **Residential trip to London to see live theatre as well as take in-person workshops with industry professionals**
- **Backstage tours of West End and Regional Theatres**

Component 2 – Developing Skills in Performing Arts

Working as a performer or designer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. You will communicate intentions to an audience through a chosen discipline, such as performing or designing in any performance style from acting, dance or musical theatre.



In this component, you will develop performing or design skills and techniques. You will have the opportunity to specialise as a performer or designer in one or more of the following disciplines: acting, dance, musical theatre.

You will take part in workshops and classes where you will develop technical, practical, and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work. Throughout your development, you will review your own progress and consider how to make improvements.

Learning Outcomes:

A – Use rehearsal or production/design processes

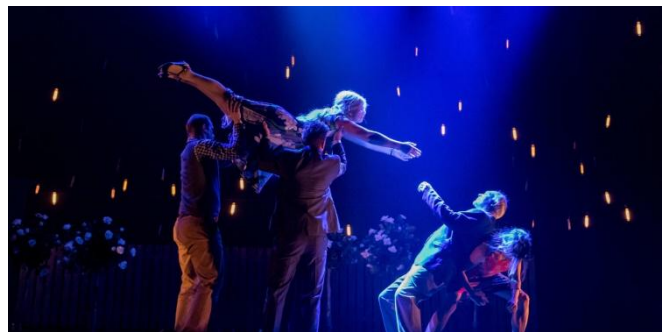
B – Apply skills and techniques in performance or realisation

C – Review own development and application of performance or design skills

Component 3 – Responding to a brief

In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and asks you to consider your target audience and to start the creative process by using the stimulus included in the brief.

Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience. The performance or design skills you will use will vary depending on features such as your selected performance discipline and the content of the work, your venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work, or it may be an ensemble piece.



You will have the opportunity to inform the performance using existing or newly developed skills in performing or designing and adapting them to suit the performance.

Learning Outcomes:

AO1 – Understand how to respond to a brief

AO2 – Select and develop skills and techniques in response to a brief

AO3 – Apply skills and techniques in a workshop performance in response to a brief

AO4 – Evaluate the development process and outcome in response to a brief

Assessment:

Component 1: Exploring the Performing Arts	Component 2: Developing Skills and Techniques in the Performing Arts	Component 3: Responding to a Brief
How it's assessed: • Written portfolio • PowerPoint Presentation • 60 marks • 30% of BTEC	How it's assessed: • Practical performance • Written journal • 60 marks • 30% of BTEC	How it's assessed: • Performance • Written plans and evaluation • Sat at the end of Year 11 • 40% of GCSE
This component is marked by teachers and moderated by Pearson	This component is marked by teachers and moderated by Pearson	This component is marked by Pearson

Skills Developed, Progression and Possible Future Careers

This course will provide excellent grounding for students to move onto further study within any area of the performing arts, or any future studies with creative foundations. The life skills developed through BTEC Performing Arts will stand an individual in good stead when entering job interviews and other social situations due to the quantity and quality of transferrable skills that are developed on a personal level.

The foundations set out in BTEC Performing Arts pave the way for A-Level or College Courses in the Performing Arts or any other area of the expressive arts.

Skills developed through this course link to careers where employees are required to work in a people-facing role, communicate thoughts and ideas, complete tasks as part of a team, public speaking or require empathy.

More explicitly, BTEC Performing Arts links to careers such as:

- Actor
- Digital marketing
- Entertainer
- Events Management
- Lighting/Sound Technician
- Media Researcher
- Screenwriter
- Social Media Manager
- Tour Manager
- TV or Film Careers (on and off-screen)
- TV Presenter
- Vlogger

Subject: French and German

Why you should study French and German:

Studying a language to GCSE level will benefit you in lots of ways. More and more places of work are looking for students with a qualification which makes them stand out from the crowd and a foreign language GCSE does just that. Knowledge of foreign languages can also increase your chances of finding a new job, getting a promotion or of going on foreign business trips.

Learning a language is fun and improves your communication skills. If you have a more advanced knowledge of the language, you can have real conversations with the people you meet abroad, which can be very interesting and will add a new dimension to your travel.

Examination Board and Specification Number: AQA German (8662) and French (8652)

Course Content

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

Assessment:

GCSE German / French has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take four exams at the same tier: -

Paper 1: Listening – 35 minutes (Foundation Tier) or 45 minutes (Higher Tier). 25% of the final grade.

Paper 2: Speaking – 7-9 minutes (Foundation Tier) or 10-12 minutes (Higher Tier). 25% of the final grade.

Paper 3: Reading – 45 minutes (Foundation Tier) or 1 hour (Higher Tier). 25% of the final grade.

Paper 4: Writing – 1 hour (Foundation Tier) or 1 hour 15 minutes (Higher Tier). 25% of the final grade.

Skills Developed, Progression and Possible Future Careers

You will cover the four skills of listening, speaking, reading and writing continually throughout the two-year course. You will improve your grammatical skills and overall vocabulary. The AQA GCSE course leads nicely on to the AQA A-level course in Year 12.

A GCSE in modern foreign languages can be useful in a wide range of careers. For some jobs, such as translating, interpreting and language teaching, language skills are one of the main requirements. Languages are sought-after in careers in law, IT, finance and sales. Many UK based companies trade with French or German-speaking countries or are indeed owned by French or German companies so a GCSE in a language can help you to secure a job with them.

Subject: Geography

Why you should study Geography

The study of Geography stimulates an interest in and a sense of wonder about places. It helps you make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and the environment interact, and how a diverse range of economies, people and environments are interconnected. It builds on your own experiences to investigate places at all scales, from the personal to the global. Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet on which we live.

Examination Board and Specification Number: EDEXCEL B (1GB0)

Course Content

Global Geographical Issues: Students will examine current issues ongoing around the world. These will include weather and climate, plate tectonics, global inequalities and how these can be resolved and the problems associated with rapid urbanisation.

UK Geographical Issues: Students will investigate current issues in the UK. These will include coastal change, river processes and changes in UK urban areas e.g. London. Students will be required to undertake two days of human and physical fieldwork. This will be assessed through examination instead of traditional coursework / controlled assessment.

People and Environment Issues – Making Geographical Decisions: Students will study the relationship between people and the biosphere, they will investigate the threats to forests including case studies on tropical rainforest and the Taiga. Students will also look at the impact of consuming resources. Students will need to produce a piece of extended writing in this exam which justifies their choice of Geographical decision.

Assessment:

Component 1: 1 hour 30-minute exam (37.5% of the Qualification).

Component 2: 1 hour 30-minute exam (37.5% of the Qualification).

Component 3: 1 hour 30-minute exam (25% of the Qualification).

Skills Developed, Progression and Possible Future Careers

- Develop skills that will help across all subjects and in employment, such as ICT and research.
- Complete practical work away from the classroom.
- Learn how to work in a team with other students.
- Learn through investigation.
- Learn about and understand the world I live in.

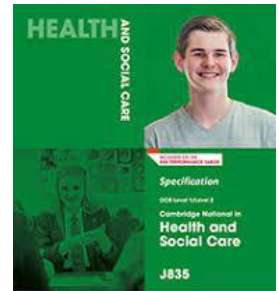
Geography really is an education for life. Employers and universities value the broad range of transferable skills that Geography delivers. Geography fits neatly with science, arts and humanities. GCSE Geography will prepare you well for your studies at AS and A Level in a wide range of subjects. It will help with all sorts of aspects of daily life in the 21st Century!



Subject: Health and Social Care

Why you should study Health and Social Care

Students will examine ways in which they can improve the physical health, mental health well-being and maintain the safety of individuals in Health and Social Care settings. This will be achieved through a variety of approaches, including undertaking research tasks, examining case studies, exploring public campaign, liaising with local health and social care establishments, visiting speakers, and engaging in local work experience.



Examination Board

OCR Cambridge National Level 1/2 in Health and Social Care (J835)

Course Content

All students will study a combination of four units, two compulsory units and choose from one unit from two optional units as follows:

1. Principles of Care in Health and Social Care Settings (40%) External Exam
2. Supporting Individuals Through Life Events (30%) Coursework
3. Health Promotion Campaigns (30%) Coursework optional unit
4. Creative and therapeutic activities (30%) coursework optional unit

R032 Principles of care in health and social care settings (compulsory unit)

Whether you want a career in a health or social care setting, understanding rights, the person centred values and how they can be applied is vital. Communicating effectively with service users you are caring for and creating a care environment that is safe and hygienic for service users and service providers is also essential for the health and wellbeing of individuals requiring care.

In this unit you will learn about the importance of the rights of service users, person-centred values and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security. This unit is assessed by an external set exam which lasts 75 minutes.

R033 Supporting individual life stages (compulsory unit)

On our journey through the stages of life we experience many life changing events and are influenced by many factors that affect growth and development. In this unit you will learn about life stages and the factors that affect them. You will understand expected and unexpected life events and the impact they will have on physical, social/emotional, and socio-economic aspects in an individual's life.

You will research the service providers and practitioners that can support individuals, recommend support, and justify how this will meet the needs of a specific individual. This will be assessed by non-examined internal assessment (coursework).

R035 Health promotion campaigns (optional unit)

In this unit you will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. You will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different

groups of people. You will also learn how to plan and deliver your own small-scale health promotion campaign and how to evaluate your planning and delivery. This will be assessed by non-examined internal assessment (coursework).

R034 Creative and therapeutic activities (optional unit)

Creative and therapeutic activities are used in both health and social care settings because of the many benefits to individuals. Completing this unit will give you with the opportunity to explore the different types of creative and therapeutic activities that are available and understand how those involved enjoy the experience and benefit from taking part. This unit will enable you to develop work-related skills that are essential for working with adults or children.

In this unit you will learn about a range of creative activities and therapies that are available in health, and social care settings and understand the physical, intellectual, emotional and social benefits of these. You will learn how to plan and deliver a creative activity with an individual or group and evaluate your planning and delivery.

Skills Developed, Progression and Possible Future Careers

This qualification also allows students the opportunity to gain broad, transferable skills and experiences: can be applied as they progress into their next stages of study and life and to enhance their preparatic future employment. Students will have the opportunity to develop the following skills that are transferal different real-life contexts, roles or employment:

Communicating effectively with individuals or groups. Communication is at the heart of health and social and is taught or applied in all units. Researching topic areas and recording research sources and using to interpret findings and present evidence. Planning creative activities or health promotion campaigns, th involve managing time and identifying aims, purpose, resources, methods. Creating, presenting/deliv information to a group or an individual.

These skills will help you progress onto further study in the health and social care sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Health and Social Care, A levels i psychology, biology or sociology, T-Levels in Health and Healthcare Science and the following apprenticeships:

- Adult care worker
- Allied Health Profession Support
- Health and Social Care
- Healthcare science assistant
- Maternity and Paediatric Support

Subject: History

Why you should study History

History allows students to develop an interest in the world around them answering the questions about why the world is as it is today. Individuals from the past are studied showing not just the historic differences but the similarities that are shared with the present. The small but diverse range of topics studied allow for a thematic understanding of change and continuity in the distant and not too distant past. History breaks down stereotypes and provides its followers with a greater understanding of now than others would have. This allows students to have a detailed and grounded sense of why events happen and how responses to them will be formed. Therefore, not only is history a study of the past but it is the way to understand the future. Coupled to this are the high-order skills of evaluation and synthesis that are developed during the course making students highly employable and sought after for further academic study.

Examination Board and Specification Number: AQA 8145

Course Content

Year 10:

Germany, 1890-1945: German history presents us with the strange case of how a nation much like ours descended into two wars. The rule of Kaiser Wilhelm II is examined and how he and others precipitated the onset of the First World War. Then, the recovery of Germany and its subsequent control by the Nazi Party under Hitler is evaluated.

Conflict and tension, 1918-1939: This focuses on international relations between the world wars. Primary focus is given to the study of the first supra-national peacekeeping organisation, the League of Nations and its role in attempting to keep the peace between the wars. Furthermore, you will examine the build up to the second world war, paying particular attention to the actions of Nazi Germany and the Allies.

Paper 2:

Britain: Health and the people: This thematic study allows students to gain an understanding of the development of medical understanding, and why we in Britain, live in a nation with among the best healthcare in the world. Furthermore, this topic will provide you with a greater understanding of how a range of factors from individual genius to luck can contribute to progress or regression in development.

Elizabethan England, c1568-1603: Elizabeth's nation was complex and easily misunderstood. Here we examine its cultural, political and social nuances. Tension, both at home and on foreign shores, is explored and evaluated. This unit builds on any knowledge that you might have of the period and develops your understanding of this fascinating era to a deep and meaningful level.

Assessment:

Paper 1:

2hour exam worth 50% of GCSE

6 questions on **Germany, 1890-1945**, 4 questions on **Conflict and tension, 1918-39**

Paper 2:

2 hour exam worth 50% of GCSE

4 questions on **Health and the people**, 4 questions on **Elizabethan England, c1568-1603**

Skills Developed, Progression and Possible Future Careers

- Analysis and evaluation skills are developed.
- Ability to handle and organise significant amounts of knowledge.
- Learn how to understand the impact of provenance and purpose on source material.
- Improve your quality of written communication and the speed at which you can muster an argument.

History is about the past but also about signposting the future. This course gives you skills that employers and further education providers look for, communication, analysis and evaluation. Finally, it gives you a large body of general knowledge that allows you to participate in today's world in a more effective manner.

Subject: Hospitality & Catering

Why you should study Hospitality and Catering?

This award is equivalent to a GCSE and has more practical and vocational elements within the course. This course develops knowledge and understanding which is sector specific. You will get the chance to practice and demonstrate a large range of practical skills making a variety of food products. You will also need to consider how to cater for a range of nutritional needs and a range of Hospitality and Catering settings.

Examination Board and Specification Number: WJEC Level 1/2 Hospitality and Catering 5409

Course content:

Students will develop a broad knowledge of ingredients, techniques, equipment and nutrition during their studies. They will develop the practical skills to produce high quality food products, developing their own menus and recipes and maintain safe and hygienic working practices. Students will use materials and equipment efficiently considering both financial cost and environmental impact. Alongside this, students will also develop an understanding of the commercial kitchen and opportunities within the industry.

Assessment:

Learners will complete two mandatory units which make up the full course

Unit 1: The Hospitality and Catering industry – 40% This unit will be externally assessed and is made up of 1 assessment which tests student knowledge of the Hospitality and Catering sector. It will cover the following topics

- Roles and responsibilities in the industry
- Health and safety requirements including food legislation
- Food induced ill health

Unit 2: Hospitality and Catering in Action - 60% Learners will undertake an extended project based on a given brief. The briefs change yearly and have themes such as “Waste not Want not” and “British Produce”. Students will be expected to:

- Analyse the given brief
- Profile appropriate given customers
- Design, test, develop and make suitable products
- Evaluate the dishes selected in terms of nutrition and why they are suitable for the given task.



Skills Developed, Progression and Possible Future Careers: The Hospitality and Catering sector includes all businesses that provide food, beverages and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues: businesses where hospitality and catering is not their primary source but increasingly important to their success.

In Britain, Hospitality and Catering accounts for around 10% of overall work force. Since 2010 25% of all new jobs have been within this industry, the majority of these roles falling within the 18-24 age group.

This course allows students to progress onto level 3 courses and gives them the necessary skills and technical language to be able to work in the industry.



Subject: Music

Why you should study Music

This course is open to anyone with a keen interest in music, particularly music performance. Previous experience in music is preferred, such as playing in a band or other music ensemble, or regularly having music lessons on an instrument or voice, but this is not essential. This qualification will allow you to develop your music performance capabilities, gaining an effective knowledge of event organisation, rehearsal techniques and the contextual background of the development of popular music.

Examination Board: Edexcel Pearson BTEC Level 1/2 Tech Award in Music Practice 603/7055/5

Course Content

The course is split in to three units:

Component 1	Component 2	Component 3
Exploring Music Products and Styles	Music Skills Development	Responding to a Music Brief

Assessment

This qualification has a mixture of internally and externally assessed units. For the internally assessed components you will receive regular feedback on how to improve. Towards the end of the course in Year 11, the knowledge of your specialist area (music performance) will be assessed by Pearson through an externally assessed component in the form of a live music performance.

Component 1: Exploring Music Products and Styles (Internally Assessed) 30% (36 GLH)

You will study different musical styles and the various distinctive traits that comprise them. Through study of this unit, you will build a wider contextual and theoretical knowledge of different genres of music. Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.

Assessment evidence will consist of written evidence and a video presentation or podcast.

Component 2: Music Skills Development (Internally Assessed) 30% (36 GLH)

You will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting your progress and planning for further improvement.

Assessment evidence will consist of a video diary (to show progress over time), rehearsal logs, and a written presentation.

Component 3: Responding to a Music Brief (Externally Assessed) 40% (48 GLH)

You will be given the opportunity to develop and present music in response to a given music brief.

Assessment evidence will consist of a live performance, rehearsal log, written/verbal evaluation of performance.

Skills Developed, Progression and Possible Future Careers

In undertaking this music qualification, you will acquire:

- Experience in planning, executing and analysing a music performance
- The ability to develop and hone your music performance skills within a rehearsal space, and gain knowledge of planning, promoting and running a live music event
- A greater understanding of music and the response it elicits in an audience
- Contextual awareness of styles and genres of music and how musicians have developed the ability to perform effectively in a recording studio environment.

The knowledge and skills acquired by undertaking this music course will enable progression into further studies equipping you with a greater aptitude for performing in a range of situations, and with a deeper knowledge of the wider skill set, and associated requirements which come with being an effective performer.

Progression Opportunities

After achieving the BTEC Tech Award at Level 2 (GCSE), you may choose to progress onto Level 3 post-16 qualifications such as BTEC Level 3 Extended Certificate in Music or A level Music Technology. The knowledge and skills gained through this qualification could be useful for progression into an apprenticeship in the performance and technology sectors as a venue technician, production assistant, music technician or music technologist.

Subject: Photography

Why you should study Photography GCSE

It teaches you important life skills – for example; undertaking research and investigation, problem solving, confidence building, visual awareness, ability to develop ideas, initiative and cultural understanding. You can continue studies on to 6th form and beyond. This course helps you build an exciting and varied portfolio.

Examination Board and Specification Number: AQA 8206

Course Content

Component 1: Portfolio

The coursework portfolio begins by covering the basics of photography. These skills include digital and wet photography (darkroom work), as well as composition, lighting, aperture, exposure and digital and after effects. The portfolio is built up over the two years and consists of at least two projects that start with themes set by the department and the students. Project titles let students choose a focus of research from an early stage. Year 10 coursework concentrates initially on further skill development and encourages the exploration of a wide range of techniques and ideas. Year 11 gives more freedom in terms of student direction allowing for students to focus more on the techniques they enjoy the most. The study of artists and photographers helps students develop their own ideas and give a deeper understanding of the photographic image and its use in history and within today's society. Research is important and is supported with trips to galleries and other enrichment activities including photography studio visits, artist's workshops and live projects. The building of a lively sketchbook full of research, ideas and experimentation is central to the course. It is through these sketchbooks and some larger, mounted work that students show a clear development from a starting point (the theme of the project) to a conclusion (the final piece/s).

Component 2: Externally Set Task

The Photography exam allows for students to perfect their ideas and take their images before the supervised time of 10 hours in which students are expected to manipulate images to suit their topic. The exam prep runs from January until April in Year 11. In January, students will be required to choose one starting point from a selection sent by the exam board to be the theme of their exam project. Students will then research selected photographers and explore a range of techniques and ideas – much in the same way as they did for the coursework projects. The only difference between the externally set task and the coursework projects is the time limitations. Students have to complete the final piece to their project in a 10-hour exam (spread over 2 school days).



Assessment:

Component 1: Portfolio worth 96 marks (worth 60%)

This consists of 2 projects that are marked as one unit, and is assessed using the following 4 Assessment Objectives (AOs), each worth 24 marks (giving a total out of 96 marks).

AO1 – Developing ideas through research of artists, designers, craftspeople, etc.

AO2 – Refining work through experimentation with a range of media and techniques.

AO3 – Recording ideas through observational drawing, photography and explanations.

AO4 – Presenting a personal, informed and meaningful response (final outcome/s) to the theme.

Component 2: Externally Set Task worth 96 marks (worth 40%)

This is assessed using the same 4 Assessment Objectives and marking criteria as above.

Skills Developed, Progression and Possible Future Careers

The Photography course will not only develop students' techniques and ability across a wide range of media, but also their understanding of different ways of working and ways of approaching themes. As the course develops, so too will the students' confidence as they will begin to work more and more independently and creatively both in and out of lessons in the development towards their final outcomes.

If you intend to take **A-Level Art & Design**, or go on to study photography or media related courses at college, or even follow a creative pathway in the future, then this course is important for you. Past students have gone on to **A-Level Art & Design** where a **Photography** option is available. This leads to a wide range of media, fashion and design degree courses.

Subject: Sport

Why you should study BTEC Sport

The BTEC Tech Award in Sport 2022 is a great option if you are passionate about sports, fitness, and physical activity. It provides a practical, hands-on approach to learning, making it an excellent alternative to traditional GCSE PE. BTEC Sport includes practical activities alongside written coursework, allowing students to apply their knowledge in real-life sports situations. The course helps students develop teamwork, communication, leadership, and problem-solving skills—all of which are important for future careers and everyday life. It also focuses on fitness training, sports performance, and leadership, making it ideal for students interested in coaching, personal training, or working in the sports industry.

Examination Board and Specification Number: Pearson BTEC Level 1/2 Tech Award in Sport

Course Content

Component 1 – Preparing participants to take part in sports and physical activity.

Students will be internally assessed on their knowledge and application of sports provision, equipment and technology, as well as their ability to plan and deliver a warm-up.

Component 2 – Taking part and improving other participants sporting performance.

Students will be internally assessed on their knowledge and application of the components of fitness and their understanding of roles and responsibilities of officials. Students will also need to plan and deliver a coaching session.

Component 3 – Developing fitness to improve other participants performance in sport and physical activity.

Students will be externally assessed via a 1-hour 30m exam. Topics will include components of fitness, training methods and testing and training programme design.

Are there any special requirements?

This course is suitable for students who:

- Are **committed to regularly competing in a sport**, either for the school or outside of school (for example, a local club or team).
- Are **confident and committed to leading a warm-up** in a safe and organised way.
- Are **confident and committed to leading a short coaching session** to a group of **Year 7 students**, giving clear instructions and demonstrations.
- Are **committed to recording video evidence** of their own sports performance for assessment purposes.
- Show an **enthusiastic and committed approach** to all areas of **Physical Education during Key Stage 3**.
- Have an **excellent record of participation and commitment** in practical PE lessons, including effort, behaviour, and engagement.

Assessment:

Assessment is mainly through internally assessed coursework and practical tasks, with one externally assessed examination. This approach supports students who perform best through continuous assessment, rather than relying solely on final exams.

Component 1-2 Internally assessed via controlled assessments on a pre-release case study

Component 3 Externally assessed – 1-hour 30m

Skills Developed, Progression and Possible Future Careers

This is a vocational qualification designed for students who have a strong interest in sport and physical activity, not only as a participant, but also in roles such as leader or official. The course uses a range of assessment methods to allow students with different learning preferences, including practical, visual and verbal learners, to demonstrate their knowledge, understanding and skills, and to work towards their target grade.

This qualification provides effective preparation for post-16 study, including progression to: BTEC Level 3 National Extended Certificate in Sport. The skills, knowledge and understanding developed through this course can support progression to further and higher education, including study in areas such as: Sports Science, Physiotherapy, Personal Training Coaching, Sports Management, Teaching and Sports Studies at University leading to possible careers in those areas.

Subject: Creative iMedia

Why you should study Creative Media Production

This course gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The focus is on five areas of equal importance and will encourage the students to:

- Understand and apply the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues and creation/publishing/distribution considerations.
- Develop learning and practical skills that can be applied to real-life contexts and work situations.
- Think creatively, innovatively, analytically, logically and critically.
- Develop independence and confidence in using skills that would be relevant to the media industry and more widely.
- Design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements.

This course complements the learning in GCSE qualifications, such as Design and Technology, Art and Design, and Computer Science, by broadening the application of 'design and make' tasks, working with a media brief, and understanding and engaging different audiences through making compelling media products.

Examination Board and Specification: OCR Level 1 / Level 2 Cambridge National in Creative iMedia

Course Content

There are three components to complete, each of them focuses on the assessment of knowledge, skills and practices.

Component 1: Unit R093: Creative iMedia in the media industry

This is assessed by taking an exam. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact, and engage audiences. Topics include:

- The media industry
- Factors influencing product design.
- Pre-production planning
- Distribution considerations

In this component, you will develop your understanding of how media products are created for specific audiences and purposes. You will explore the relationship between genre, narrative, and representation in media products, and develop your understanding of how they are interpreted by audiences. You will extend your knowledge and understanding by deconstructing existing products in one of the three sectors: audio/moving image, publishing, and interactive media.



You will learn how media production techniques are used to create different effects to communicate meaning to audiences.

This component will give you an understanding of media practitioners' work, techniques, and technology, which are used to contribute to the creation of media products.

Component 2: Unit R094: Visual identity and digital graphics

This is assessed by completing a set assignment. In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include:

- Develop visual identity.
- Plan digital graphics for products.
- Create visual identity and digital graphics.

Identity is a vital component of any business, product, or brand. A visual identity communicates values and core principles to the consumer, user or customer. It makes a brand recognisable and helps sell a product or idea to a target audience. Logos, shapes, typography, colour theory and composition are all used to generate visual identities which work across different platforms and media, and user interface and experience are key considerations in the design process.

In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

Component 3: Unit R097: Interactive digital media

This is assessed by completing a set assignment. In this unit you will learn how to plan, create and review interactive digital media products. Topics include:

- Plan interactive digital media
- Create interactive digital media
- Review interactive digital media



Interactive digital media products are found across the media industry, in games, websites and apps, learning and knowledge-based systems, simulations and in commerce. At the heart of digital media products is a fusion of media rich content including text, images, sounds, video and animation. This content is combined with UX and UI design to create an immersive and engaging environment which can promote, educate, entertain, inform, or influence.

In this unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Completing this unit will provide you with the basic skills for further study or a range of creative and technical job roles within the media industry.

Assessment:

Component 1 – Externally assignment worth 40% of overall grade

Component 2 – Internally assessed assignment worth 25% of overall grade

Component 3 – Internally assessed assignment worth 35% of overall grade

Skills Developed, Progression and Possible Future Careers

Students who generally achieve at Level 2 in this qualification could progress on to study A Levels as preparation for entry to higher education in a range of subjects. Alternatively, students could study a Level 3 vocational qualification, such as BTEC National in Media, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the media sector.

Subject: Design Technology

Why you should study GCSE Design Technology

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

Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Examination Board and Specification Number: AQA 8552

Course Content:

Core Technical Principles

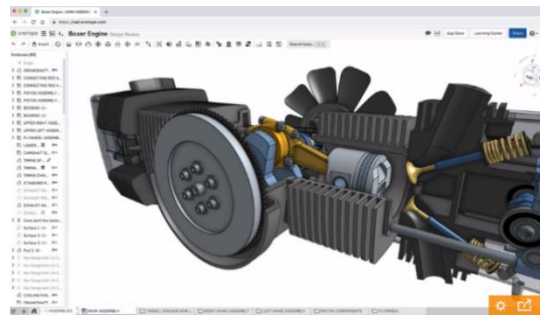
- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties.

Specialist Technical Principles

- selection of materials or components
- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes.

Designing & Making Principles

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- specialist tools and equipment
- specialist techniques and processes



Assessment:

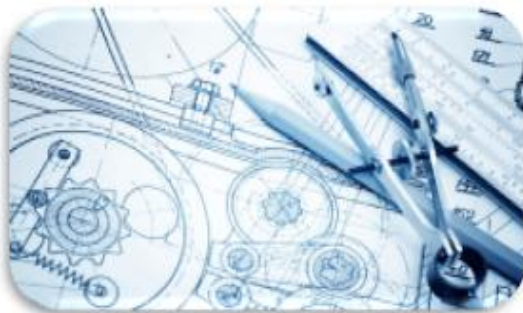
Component 1: Paper exam 50% of overall grade: Specialising in a specific material.

Component 2: Coursework (NEA) 50% of overall grade.

This is made up of a portfolio and a manufactured product/prototype

Skills Developed, Progression and Possible Future Careers

The course provides a valuable introduction to Design Technology for students who will take the subject at advanced level and possibly at degree level. During the course key practical skills will be developed along with problem solving opportunities and the ability to use key mathematical concepts. Possible career pathways can include engineering, car design, graphic design, CAD designer, product design plus many more opportunities within this STEM subject.



Subject: Design Technology (Textiles materials)



Why you should study GCSE Design Technology

This is the same DT as featured on the previous page. We study wood, metal, paper/card, electronics, plastic and TEXTILE materials. For your coursework you make a TEXTILES PRODUCT, which is 50% of your final grade.

Disclaimer: *Although this GCSE is heavily steered towards textiles, it is not a GCSE in Textiles. It is a GCSE in 'Design Technology.'

GCSE Design technology requires pupils to apply their learning to real life situations, encouraging authentic real- world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. Pupils will be required to use critical thinking to design and make prototypes that solve real and relevant problems, considering their own and other's needs, wants and values.

Pupils will be expected to generate design ideas with flair and creativity and develop these to create design solutions. Pupils will be expected to use tools and equipment, including the sewing machine, competently and efficiently. A passion for making things and being creative is strongly recommended.

Course Content:

The course in year 10 consists of pupils completing several 'design and make' projects.

In addition to this, the theory content will be taught in preparation for the examination. The theory consists of 2 main areas:

CORE TECHNICAL PRINCIPLES:

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing

- Mechanical devices
- Materials and their working properties.

SPECIALIST TECHNICAL PRINCIPLES

In addition to the core technical principles, all pupils will develop an in-depth knowledge and understanding of **textiles, and its link to the following:**

- Forces and stresses
- Ecological and social footprint
- Sources and origins
- Using and working with materials
- Stock forms, types and sizes
- Scales of production
- Specialist techniques and processes
- Surface treatments and finishes.

Assessment

In year 11, pupils will complete their **Non- Exam Assessment (NEA). This is worth 50% of their grade.** This is an extended 'design and make' project that is supported by a written portfolio. It consists of an investigation into a contextual challenge, researching, planning and designing an original product that meets the needs and wants of the user. Pupils will investigate, analyse, and evaluate throughout their portfolio.

Written exam: 2 hours. This is 50% of the GCSE.

Skills Developed, Progression and Possible Future Careers

GCSE DT will provide you with a wealth of transferable skills, such as problem solving, organising, communication, creativity, project management and the application of maths and science- based skills, which put you in good stead for any further job or career.

This GCSE will be useful for the following jobs:

Fashion designer, Interior designer, Textiles designer, Costume designer, Dress maker, 3D Animator, Graphic designer, Architect, Automotive designer (cars), Furniture designer, Industrial designer, Product designer, Toy designer, Fashion consultant, Wood worker, Taxidermist, Jewellery designer, Pattern maker, Tailor, Engineer, Electrician, Urban designer, Teacher of DT, Blacksmith, Metal fabricator.



Subject: Religious Studies

Why you should study Religious Studies

Religious Studies provides students with excellent knowledge of issues that are facing the world while being able to consider how religious belief can impact how a person would behave. This allows students to become world aware and explore their own views while developing a wide range of skills such as confident expression of views (religious, non-religious and your own) through debate, critical evaluation of a broad range of issues e.g., abortion, euthanasia, crime and punishment and the treatment of the oppressed in society, analysis and interpretation of arguments, problem solving and clear/logical thinking. The specification is designed to meet the needs of all learners but ensure that all learners are equally challenged.

Religious studies has clear links with a variety of subjects and works well with many combinations e.g., history, geography, health and social, and childcare. This is due to the broad range of areas that are covered within the course and due to this there are many options for future study and careers. Religious Studies is the perfect subject for those of you considering a career working with the public e.g., teaching, police, counsellor, law, social worker, youth worker and many more. This is due to RS investigating how people with or without faith behave and considering what impacts on their actions, and how to respond to this.

Examination Board and Specification Number: WJEC Eduqas C120QS

Course Content

Religious, philosophical and ethical studies in the modern world (50% of the course, 2-hour exam)

- ❖ **Issues of human rights** - this includes an investigation into equality and freedom of speech, and censorship. Students will look at particular case studies and assess whether freedom of speech is always a positive or whether there needs to be elements of censorship. They will investigate those that have fought for equality and how freedom of speech allowed them to achieve this. Students will also look at the implications of wealth and poverty and consider the use of charity.
- ❖ **Issues of life and death** - this unit starts with an investigation into how the world began and an inspection of different creation myths alongside the Big Bang Theory and Evolution. Students will then consider their role in the world and the impact that humans have had on the world. From here, students will then consider the quality and sanctity of life in terms of what gives a life meaning and value. These ideas will be applied to abortion and euthanasia and the legalities surrounding these will be explored. Finally, students will analyse different beliefs about what happens after death with heaven, hell, reincarnation and the concept of nothingness all considered.
- ❖ **Issues of good and evil** - students will initially study the causes of crime and the aims of punishment before identifying the purpose of chaplains and parole officers. Students will question the effectiveness of the legal system and the ethical implications of the death penalty. Students will then study the problem of evil and how this poses a challenge to religious beliefs and the responses to this, including the concept of freewill.
- ❖ **Issues of relationships** - students will assess the changes in views on relationships. They will investigate how the views of marriage, cohabitation and members of the LGBTQI+ community have changed over time and where there is still progress to be made. There will be elements of sexual ethics within here and a consideration of how religious views have impacted on the treatment of women.

A study of Christianity (25% of the course, 1-hour exam)

- ❖ The nature of God, the ideas of creation and the first sin, Jesus' life including the crucifixion and resurrection and the afterlife which is explored in depth as shown above.
- ❖ Forms of worship, festivals, celebrations and other areas of Christian tradition

A study of Buddhism (25% of the course, 1-hour exam)

- ❖ The Buddha, his birth, life and becoming the 'enlightened one'.
- ❖ The three marks of existence, the Four Noble Truths, the concepts of destiny, karma, and the cycle of life, death and rebirth.
- ❖ Buddhist practices and traditions i.e., meditation, festivals and rites of passage.

Assessment

Paper 1: Religious, Philosophical and Ethical Studies – 2 hour exam (50% of overall grade). Students will write extended answers relating to each of the topics studied.

Paper 2: A Study of Christianity – 1 hour exam (25% of grade). Students write extended answers on the key Christian beliefs

Paper 3: A Study of Buddhism – 1 hour exam (25% of grade). Students write extended answers related to the key Buddhist beliefs.

Skills Developed, Progression and Possible Future Careers

Religious studies has clear links with a variety of subjects and works well with many combinations e.g., history, geography, health and social, and childcare. This is due to the broad range of areas that are covered within the course and due to this there are many options for future study and careers. Religious Studies is the perfect subject for those of you considering a career working with the public e.g., teaching, police, counsellor, law, social worker, youth worker and many more. This is due to RS investigating how people with or without faith behave and considering what impacts on their actions, and how to respond to this.



Subject: Engineering Manufacture



Why you should study Engineering?

This course allows you to develop knowledge, understanding and practical skills that would be used in the engineering, manufacturing, process and control sectors. You may be interested in this course if you want an engaging qualification where you will use what you learn in practical, real-life situations, such as:

- The materials used in engineering manufacture
- Safely producing a one-off product
- The use of Computer Numerical Control (CNC) to produce in quantity.

This will help you to develop independence and confidence in using skills that would be relevant to the engineering manufacturing and development sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- Solving problems by exploring different engineering manufacture processes, tools and equipment
- Planning a sequence of processes. This will involve managing your time and identifying the resources you will need, as well as reviewing your plans if necessary

Examination Board and Specification Number: OCR Cambridge National in Engineering Manufacture – J823

Course Content:

R014: Principles of engineering manufacture - This is assessed by an external **exam**.

In this unit you will learn about the different types of manufacturing processes, and the different materials that can be used within manufacturing. Topics include:

- Manufacturing processes
- Engineering materials
- Manufacturing requirements
- Developments in engineering manufacture.

R015: Manufacturing a one-off product - This is assessed by a set assignment.

In this unit you will learn how to safely plan and produce a one-off product by using appropriate processes, tools and equipment. Topics include:

- Planning the production of a one-off product
- Measuring and marking out
- Safely use processes, tools and equipment to make a product.

R016: Manufacturing in quantity - This is assessed by a set assignment.

In this unit you will learn how to manufacture using simple jigs and templates to support manufacturing in volume using Computer Aided Design (CAD) software and Computer Numerical Control (CNC) equipment. Topics include:

- Preparing for manufacture
- Develop programmes to operate CNC equipment
- Safely use processes and equipment to make products in quantity.

Assessment:

Unit no.	Unit title	Percentage of course	Assessment type
R014	Principles of engineering manufacture	40%	Written Exam
R015	Manufacturing a one-off product	30%	NEA / Coursework
R016	Manufacturing in quantity	30%	NEA / Coursework

The grading for this course is the same as a BTEC:

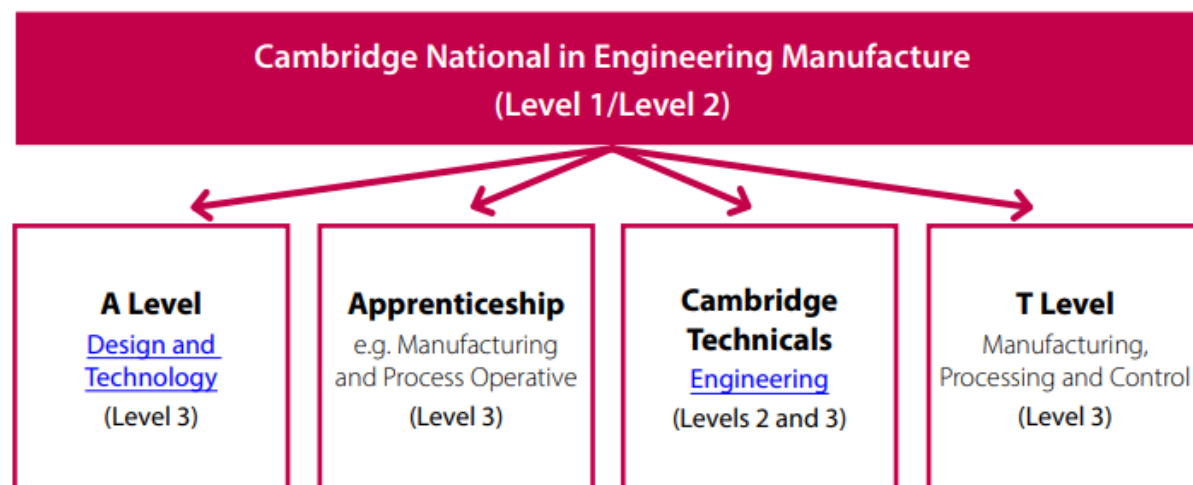
Level 2 – Distinction*, Distinction, Merit, Pass (Level 2 grades are equivalent to A*-C or 9-4)

Level 1 – Distinction, Merit, Pass

Skills Developed, Progression and Possible Future Careers

This course progress onto further study in the engineering, manufacturing, process and control sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Engineering, A-Levels, such as A-Level Design and Technology, or one of the number of Fabrication and Welding, Operative/Technician or Manufacturing and Process Operative Apprenticeships. It is anticipated that these qualifications will also enable you to progress onto a T Level such as Manufacturing, Processing and Control when they are available.

The diagram below shows the possible progression routes for your further study:



Core Subjects

All students follow a version of these subjects.

Subject: Combined Science

Award Information: The award in Combined Science is a double award, ranging from 9-9 to 1-1. The awarding of grades is based upon the combined marks in all three disciplines of Biology, Chemistry, and Physics. This is the course that the majority of students in Year 11 will go on to study.

Examination Board and Specification Number: AQA GCSE Combined Science: Trilogy 8464

Why Study Combined Science?

Combined Science offers a balanced curriculum covering key concepts in Biology, Chemistry, and Physics. It is suitable for students who want a broad science education and can lead to further study or work-based learning, such as apprenticeships. Students who study Combined Science on the higher paper will still have the ability to go on and study A-levels in the three sciences.

Course Content:

Biology:

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry:

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Physics:

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure

Assessment:

- 6 written exams: 1 hour 15 minutes each
- Foundation and Higher Tier
- 70 marks per paper, 16.7% of GCSE per paper
- Question types: Multiple choice, structured, closed short answer, and open response

Skills Developed and Future Careers: This course provides a solid foundation in science, equipping you for further study or entry into the workforce. You'll develop key scientific knowledge and skills that are valuable in many careers.

Subject: Separate Sciences

Separate GCSEs in Biology, Chemistry, and Physics

Students who are chosen to study the Separate Sciences will take Biology, Chemistry, and Physics as individual subjects. This option is designed for students who are particularly interested in science and are considering pursuing science subjects at A-level. The course has one third more content than the Combined Science course. Only one set of students will be selected to take the Separate Sciences. This option cannot be chosen freely and will be allocated based on academic ability.

GCSE Biology

Why Study Biology?

GCSE Biology provides a comprehensive understanding of human biology, organisms, evolution, and the environment. It integrates the principles of 'How Science Works' and relates biology to everyday life, covering topics from 'Keeping healthy' to 'Humans and their environment'. This course is an excellent foundation for further study at AS and A-level.

Examination Board and Specification Number: AQA GCSE Biology 8461

Course Content:

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Assessment:

- 2 written exams: 1 hour 45 minutes each
- Foundation and Higher Tier
- 100 marks per paper, 50% of GCSE per paper
- Question types: Multiple choice, structured, closed short answer, and open response

Skills Developed and Future Careers: This course is ideal for students aiming for careers in medicine, teaching, biological research, or environmental biology.

GCSE Chemistry

Why Study Chemistry?

GCSE Chemistry offers insights into the nature of substances, their reactions, and their applications in business and industry. It covers fundamental ideas in chemistry, helping students understand chemical structures, reactions, and analysis.

Examination Board and Specification Number: AQA GCSE Chemistry 8462

Course Content:

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Assessment:

- 2 written exams: 1 hour 45 minutes each
- Foundation and Higher Tier
- 100 marks per paper, 50% of GCSE per paper
- Question types: Multiple choice, structured, closed short answer, and open response

Skills Developed and Future Careers: This course prepares students for advanced chemistry courses and careers in pure chemistry, chemical engineering, and related fields.

GCSE Physics

Why Study Physics?

GCSE Physics explores energy, waves, radiation, space, and the application of physics. It helps students understand fundamental laws and solve problems scientifically.

Examination Board and Specification Number: AQA GCSE Physics 8463

Course Content:

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure
8. Space physics (physics only)

Assessment:

- 2 written exams: 1 hour 45 minutes each
- Foundation and Higher Tier
- 100 marks per paper, 50% of GCSE per paper
- Question types: Multiple choice, structured, closed short answer, and open response

Skills Developed and Future Careers: This course is a valuable introduction to physics, preparing students for advanced study and careers in engineering, space research, and more.

Subject: Mathematics GCSE

Maths is one of the best subjects to develop your analytical, research and problem-solving skills. All employers and educational providers look for a minimum of grade 4 at GCSE, so maths is an important subject to help with your next steps.

GCSE Mathematics is compulsory for all students.

Examination Board and Specification Number: AQA GCSE Mathematics (8300)

Course Content

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9).

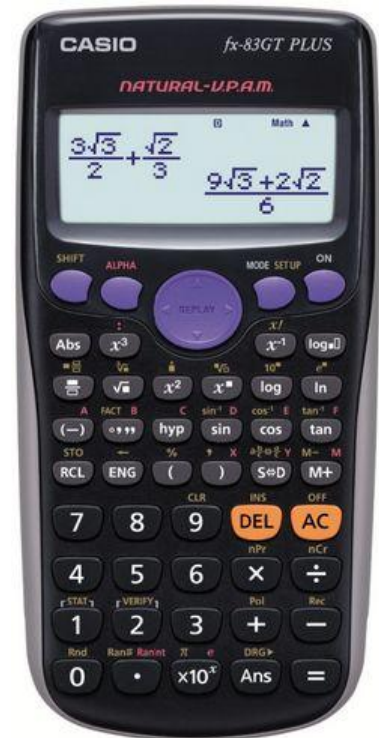
The content is split into six sections, or strands:

- 1 Number
- 2 Algebra
- 3 Ratio, Proportion and Rates of Change
- 4 Geometry and Measures
- 5 Probability
- 6 Statistics

Each of these strands will build on work from Key Stage 3, with a particular focus on problem solving, thinking and reasoning skills.

Assessment

GCSE Mathematics is a linear qualification where all assessments are taken at the end of the two-year course. All students must sit three papers at the same tier, one of which is non-calculator. Each paper is 90 minutes long, of equal weighting and covers a mix of question styles, from short, single-mark questions to multi-step problems. All assessments include questions that allow students to draw on elements from within and across different strands, and encourage students to provide extended responses. The mathematical demand increases as a student progresses through the paper.



Skills Developed, Progression and Possible Future Careers

GCSE Mathematics encourages students to develop a mature understanding of the subject, and to think and learn independently. With an increased focus on problem solving, students learn and refine a range of strategies, building confidence and skills to tackle unfamiliar challenges before being assessed. Through applying mathematics in context and developing skills to reason, interpret and communicate mathematically, students recognise the importance of this subject in their own lives, society and the world.

A good grade in GCSE Mathematics is a requirement for apprenticeships and further education. Students who achieve the top grades can go on to study A-Level Mathematics.

People with maths degrees and other qualifications can go into: accounting, medicine, engineering, forensic pathology, finance, business, consultancy, teaching, IT, games development, scientific research, programming, the civil service, design, construction and astrophysics to name a few.

Calculators

All students are expected to own, and bring to all lessons, a scientific calculator. These can be purchased from the Mathematics department.

Subject: English

Why you should study English

All students will take both English Language and English Literature at GCSE level. Both subjects are 100% examination based and all examinations will be taken at the end of the two-year course.

Examination Board and Specification Number:

AQA English Language GCSE (8700)

AQA English Literature GCSE (8702)

Course Content

The English Language course will develop skills to read, understand and analyse a wide range of texts including 19th, 20th and 21st century time periods as well as the skills to write clearly, coherently and accurately using a range of vocabulary and sentence structure.

The English Literature course will take a skills-based approach to the study of all genres; poetry, novel and drama, including the study of a Shakespeare play, a 19th century novel and a cluster of poetry based on one theme.

Assessment:

GCSE English Language

Students will prepare for two examinations each worth 50%

1. Explorations in Creative Reading and Writing - responses to the reading of one literature non-fiction text followed by an extended piece of descriptive or narrative writing
2. Writer's Viewpoints and Perspectives- responses to the reading of one non-fiction text and one literary non-fiction text followed by an extended piece of writing in which a viewpoint is expressed

Students will also complete a series of speaking and listening tasks assessing their presentation skills, responses to questions and feedback and appropriate use of Standard English. These will not be examined at the end of the course and do not carry any GCSE marks but will be an integral part of the teaching towards the final written examinations.



GCSE English Literature

Students will prepare for two examinations. Paper 1 is worth 40% of the GCSE, Paper 2 is worth 60% of the GCSE

1. Shakespeare and the 19th century novel – responses to extracts from the texts and to the whole text.

2. Modern texts and poetry – students will answer one essay question on a modern text (either novel or drama) and one comparative question based on poems from the poetry cluster. One question will also be based on unseen poetry.

Skills Developed, Progression and Possible Future Careers

At Key Stage Four, the English curriculum develops students' ability to communicate, providing transferrable skills which would benefit any future career path. Students will develop their research and spoken language skills through the Spoken English component, during which students will plan, rehearse and present on a topic of their choosing. This provides students with the opportunity to practise conveying their ideas to others in spoken form and developing their confidence in interacting with groups. Students will also develop their skills in written communication through a focus on written clarity and organisation of ideas, writing for a range of purposes and audiences.

Employers and further education settings will ask for a grade 4 English qualification.

GCSE English is a fantastic stepping stone into a range of future pathways whether they be academic or vocational.

English can open the door to careers in all areas.

- Editing and publishing
- Internet and media
- Communications

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