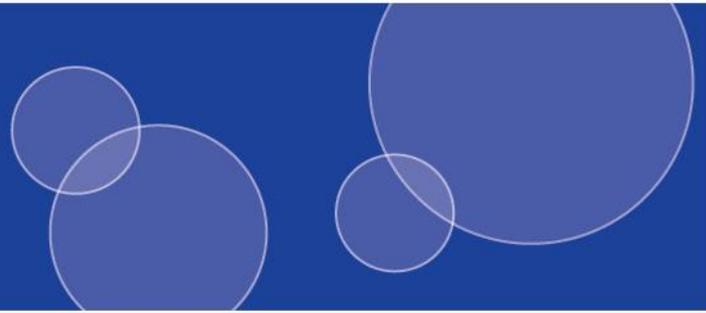




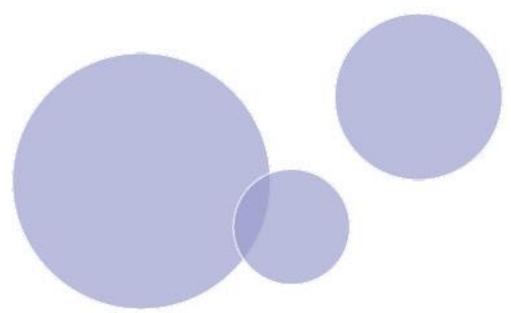
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# 14 –16 EDUCATION **CURRICULUM PATHWAYS**

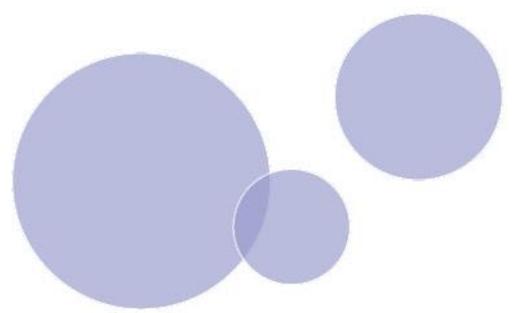
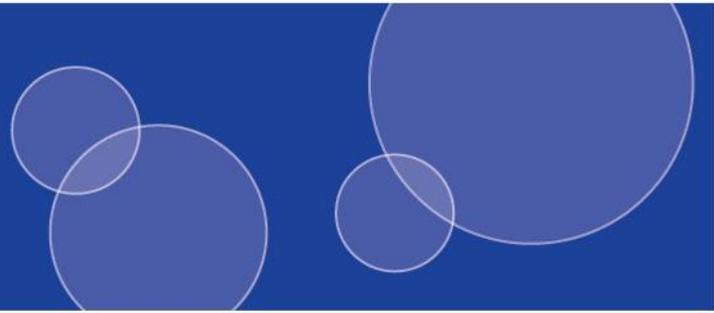
A GUIDE TO YOUR PATHWAY

**2017 – 2019**





LANDAU  
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ACADEMY  
AMINGTON



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# 14-16 EDUCATION – CURRICULUM PATHWAYS

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At Landau Forte Academy Amington we offer a curriculum for our students that will prepare them to continue into Post-16 education and beyond, or employment with training. We will provide a range of appropriate qualifications for students according to their individual needs and strengths. For the majority of students, their studies will be recognised through GCSEs and for some, vocational qualifications.

All students will follow a core curriculum and have a degree of choice in additional areas of study.

We have designed a curriculum which will meet the requirements of the National Curriculum and provide industrial, business and international contexts for learning. All students will experience work related learning through the curriculum and Work Placement Programme.

Through the Personal Social and Health Education, students have begun to think about possible careers and the wider aspects of life beyond the Academy. They have also been given access to the web based Kudos software which matches their skills and interests to possible careers. In addition they have been introduced to the idea of a personalised curriculum, and have been encouraged to talk to their parents/carers, their learning tutors, personal tutors and friends. It is vital that they are a part of building their own curriculum pathway, one that suits their learning style and strengths and that will help them to fulfil their future ambitions.

Through the curriculum, students will develop extensive knowledge and understanding, increasing their competence in a wide range of skills, ensuring that they are equipped to progress into Post-16 education and eventually higher education or employment with training.

# THE PROCESS FOR DESIGNING YOUR CURRICULUM PATHWAY

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<b>Stage 1</b>	Parents and Students receive '14-16 Education' booklet during options evening	Thursday 9 <sup>th</sup> March 2017
<b>Stage 2</b>	Students read and discuss information with parents, friends and tutors – especially Personal Tutor	
<b>Stage 3</b>	Completion of Pathway Preference with Personal Tutors	Friday 24 <sup>th</sup> March 2017
<b>Stage 4</b>	Confirmation letter regarding which option choices have be requested	Friday 7 <sup>th</sup> April 2017
<b>Stage 5</b>	Letter of course confirmation to parents	May 2017
<b>Stage 6</b>	Commencement of Courses	Monday 5 <sup>th</sup> June 2017

# THE CORE CURRICULUM

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## *English & Mathematics*

All students will continue to study English (including English Language and Literature) and Mathematics in Years 10 and 11. All students will take GCSE English Language and GCSE English Literature leading to two awards in English. All students will take GCSE Mathematics leading to an award in Mathematics.

## *Science*

All students will study Science, following the Biology, Chemistry and Physics curriculum. All students will commence the year following the triple Science award allowing them to access GCSE Biology, GCSE Chemistry and GCSE Physics giving them a separate GCSE in each of the disciplines. However, for a small number of students, it may be more appropriate for them to change to a double award in Science, but this decision will be in consultation with parents towards the end of Year 10. Arranging the curriculum the way that we have this year, with triple Science becoming part of the core curriculum, allows all students more options when selecting other subjects to study.

## *Learning for Life*

All students will take part in this aspect of the curriculum, which includes: PHSE, careers information education and guidance, religious and moral education and the work placement programme. They will experience a range of projects, guest speakers, charity work, educational visits and a work placement in Year 10. Students will be required to demonstrate initiative, planning and preparatory skills, teamwork and independence of thought.

## *PE*

Students will continue to take part in Physical Education as part of the core curriculum. Students are also able to study the Cambridge National Certificate in Sport Studies or GCSE PE which includes written study and practical experience, additional to their Core PE sessions.

## *Personal Tutorial Programme*

The Personal Tutor continues to be the first point of contact for parents. Organisation and time management are crucial in Year 10 and 11, so it is vital that students plan their learning effectively. Tracking reports, parental consultations with the Personal Tutor and Parents' Evenings will continue to be a key part of this programme.

# THE 'CORE' CURRICULUM - ENGLISH

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All students will be entered for **AQA GCSE English Language and AQA GCSE English Literature** leading to 2 full GCSE qualifications.

## **ENGLISH LANGUAGE**

The English Language course will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

The English Language course offers the attraction of two equally-balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimuli for writing tasks, providing students with a clear route through each paper.

Paper 1, *Explorations in Creative Reading and Writing*, looks at how writers use narrative and descriptive techniques to engage the interest of readers- worth 50% of the final qualification.

Paper 2, *Writers' Viewpoints and Perspectives*, looks at how different writers present a similar topic over time- worth 50% of the final qualification.

## **ENGLISH LITERATURE**

The English Literature course takes a skills-based approach to the study of English literature that is consistent across the genres through the study of a series of set texts.

In studying the set texts students should have the opportunity to develop the following skills.

- *literal and inferential comprehension*: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events
- *critical reading*: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
- *evaluation of a writer's choice of vocabulary, grammatical and structural features*: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation
- *comparing texts*: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above
- *producing clear and coherent text: writing effectively about literature for a range of purposes such as*: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references
- *accurate Standard English*: accurate spelling, punctuation and grammar.

**Students will sit 2 papers for English Literature:**

**Paper 1: Shakespeare and the 19th-century novel- worth 40% of the final qualification**

**Paper 2: Modern texts and poetry- worth 60% of the final qualification**

### ***How will it be assessed?***

Under the new GCSE Curriculum- both the English Literature and English Language course will be assessed via 100% external examination.

### ***Possible careers associated with this subject***

English is a key skill needed for all aspects of your adult life. For many of our students, the study of English Literature and English Language also becomes a lifelong passion.

Successful study of English at GCSE level builds a strong foundation for A level and university study. An English degree can lead to careers in: journalism, publishing, teaching, sales and marketing, broadcast media, television, and many more.

Study of English also nurtures a range of transferable skills which aid your studies of other subjects.

# THE 'CORE' CURRICULUM - MATHEMATICS

## *Aim of the course*

GCSE Mathematics will provide students with the numeracy and problem solving skills that they will need throughout their education and future employment. This course looks at problem solving, functionality and mathematical thinking. The examinations will require students to apply their mathematical knowledge to solve problems and real world scenarios.

## *Programme of study*

### **Examination board: AQA**

The GCSE is grouped into topic areas covering:

- Number
- Algebra
- Geometry & Measures
- Ratio, Proportion and Rates of Change
- Probability
- Statistics

## *How will it be assessed?*

This course is linear and is assessed through written examination only.

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Decisions about student entry level will be made throughout the course based on trial examinations and in class assessment.

Students will sit 3 Papers at the end of the course-

<b>Paper 1: Non-calculator</b>	<b>Paper 2: Calculator</b>	<b>Paper 3: Calculator</b>
Written examination: 1 hour 30 minutes	Written examination: 1 hour 30 minutes	Written examination: 1 hour 30 minutes
80 marks	80 marks	80 marks
Non-calculator	Calculator allowed	Calculator allowed
33⅓% of the GCSE Mathematics assessment	33⅓% of the GCSE Mathematics assessment	33⅓% of the GCSE Mathematics assessment
<i>A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.</i>		

Note: Students will need to purchase a scientific calculator for the course, these are available from the Academy.

## *Possible careers associated with this subject*

Management Consultant, Geophysicist, Software Developer, Medical Physicist, Logistics, Computer Games Programmers, Civil Engineers, Research Scientist, Quality Control Technology Reporter

# THE CORE CURRICULUM SCIENCE

## *Aim of the course*

All students will have the opportunity to take examinations in Triple Science. They will have a programme of study that will enable them to access full GCSEs in Biology, Chemistry and Physics respectively.

## *Programme of study*

### **Examination Board: Edexcel**

Students will study all three sciences in sessions and will take up to 6 examinations covering Biology, Chemistry and Physics. There is no longer a course work element in GCSE Science. Students will also cover 8 core practical Science experiments.

GCSE Biology	GCSE Chemistry	GCSE Physics
<p style="text-align: center;">Biology</p> <p style="text-align: center;">Unit 1 - 1 hour 45 min paper</p> <ul style="list-style-type: none"> <li>• Key biological concepts</li> <li>• Cells and control</li> <li>• Genetics</li> <li>• Natural Selection and genetic modification</li> <li>• Health, disease and development of medicines</li> </ul>	<p style="text-align: center;">Chemistry</p> <p style="text-align: center;">Unit 1 - 1 hour 45 min paper</p> <ul style="list-style-type: none"> <li>• States of matter</li> <li>• Methods of separating</li> <li>• Acids</li> <li>• Obtaining and using metal</li> <li>• Electrolysis</li> </ul>	<p style="text-align: center;">Physics</p> <p style="text-align: center;">Unit 1 - 1 hour 45 min paper</p> <ul style="list-style-type: none"> <li>• Motion and forces</li> <li>• Energy</li> <li>• Forces and their effects</li> <li>• Electricity</li> <li>• Static electricity</li> </ul>
<p style="text-align: center;">Biology</p> <p style="text-align: center;">Unit 2 1 hour 45 min paper</p> <ul style="list-style-type: none"> <li>• Key biological concepts</li> <li>• Plant structures and functions</li> <li>• Animal coordination, control and homeostasis</li> <li>• Exchange and transport in animals</li> </ul>	<p style="text-align: center;">Chemistry</p> <p style="text-align: center;">Unit 2 1 hour 45 min paper</p> <ul style="list-style-type: none"> <li>• Periodic table</li> <li>• Rates of reaction</li> <li>• Fuels</li> <li>• Atmospheric science</li> <li>• Hydrocarbons</li> </ul>	<p style="text-align: center;">Physics</p> <p style="text-align: center;">Unit 2 1 hour 45 min paper</p> <ul style="list-style-type: none"> <li>• Magnetism</li> <li>• Conservation of energy</li> <li>• Particle model</li> <li>• Forces and matter</li> <li>• Electromagnetic induction</li> </ul>

## *How will it be assessed?*

Through formal examinations at the end of the course. Understanding of the practical work carried out during the period of the course will also be tested in these examinations.

## *Possible careers associated with this subject*

Doctor, Surgeon, Vet, Dentist, Nurse, Midwife, Physiotherapist, Sports Scientist, Forensic Scientist, Engineer, Research Scientist, Forensic Scientist, Armed Forces, Astrophysicist, Analytical Chemist, Development Chemist.

# GCSE DRAMA

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## *Aims of the course*

GCSE Drama (9-1) is an exciting course for anyone interested in theatre and performing. This course offers the essential skills of devising drama, performing texts to an audience, and developing acting skills. This course is suitable for students with an interest in drama or the theatre industry. We expect students will be willing to work with others to create powerful, meaningful drama, rehearsing in and out of sessions, and to attend theatre visits.

## *Programme of study*

### **Unit 1 - Devising Drama (30%)**

Students create their own devised performance based on a chosen stimulus. They will also make a short portfolio demonstrating the process and decisions made whilst creating and developing their performance.

### **Unit 2 – Presenting & Performing Texts (30%)**

Take part in a showcase, demonstrating chosen skills in a live performance. Students will perform two performances from one text. Students will be required to produce an accompanying document which outlines their intentions for and approach to the performance showcase.

### **Unit 3 – Drama: Performance & Response (40%)**

Students are to study text and performance. For Section A, students study one performance text answering short and medium length answers. It assesses students' knowledge and understanding of how drama is developed and performed. In Section B, students will be required to analyse and evaluate a live theatre performance they have seen using accurate subject-specific terminology.

## *How will it be assessed?*

The course is assessed through portfolio (Unit 1), practical (Unit 1+2) and examination (Unit 3)

## *Who is this course aimed at?*

### **Students**

- Who favour practical based
- Who have a passion for exploring different styles of theatre and performing drama.
- Who enjoy working in groups and who are good at communicating with others.
- Willing to put in additional hours to develop their work outside of sessions.

### **Opportunities**

- Develops understanding of theatre through exploring various styles, periods and practitioners of drama to create more interesting, original pieces of theatre.
- Develops students' application of a range of theatrical and performance skills, exploring what it means to portray a role and how best to communicate this to an audience.
- Develops students' evaluating skills through analysing and assessing their own work, their peers and those of professional actors in a live performance.
- Develops skills in critical thinking, confident, collaboration, presentation and leadership
- Interested in careers in many sectors such as the Arts, Broadcasting, Charity, Education, Events, Health, Marketing, Media, PR, Public sector management, Sales, and Social work

# BTEC LEVEL 1/2 TECHNICAL AWARD IN PERFORMING ARTS: DANCE

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## *Aim of the course*

This course is an excellent training ground for young dancers, providing them with industry relevant insight and training in Dance and the Performing Arts. This course offers vital performance skills, choreography development and producing showcase events. Students will be expected to be fully involved in Performing Arts enrichment activities and visits.

## *Programme of Study*

The course comprises of three mandatory units; one externally assessed and two internally assessed.

### **Unit 1: Unlocking Creativity (internally assessed).**

Come up with a performance idea based on a practitioner. Plan and deliver the activities required and students must put on a successful performance including business planning and pitching. A portfolio of research will be required, pitch the idea as a group to a camera. A short extract of the performance idea will also be presented.

### **Unit 2: The Production/Performance.**

Produce a performance to an audience based on a set brief. Learners will perform and choreograph a piece of Dance.

### **Unit 3: The Performing Arts Experience**

Written examination based on the Performing Arts industry. The examination is 1 hour and 30 minutes long and consists of a combination of multiple choice, short answers, extended responses, design/devising questions.

## *How will it be assessed?*

The course is assessed through, practical, portfolio and examination work.

## *Who is this course is aimed at?*

### **Students**

- Achieving above a Foundation skill level.
- Who have a genuine passion for Dance; performing on their own and creating their own dances.
- Willing to put in additional hours to achieve and develop their full potential in Dance.

### **Opportunities**

- Develops physical, technical and expressive skills through which students are able to communicate choreographic intention and develop their individual qualities as performers.
- Develops students' skills, knowledge and understanding of choreography and performance through which they are able to communicate ideas, thoughts and meaning drawn from a range of dance styles.
- Develops a critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts.
- Promotes fitness, a healthy lifestyle, team working and creativity.
- Suits those who would like to pursue a career within Performing Arts.

# BTEC FIRST AWARD IN MUSIC

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## *Aim of the course*

This course is an excellent training ground for young musicians and can provide the first steps toward a career in the music industry. This course offers essential skills from performing and composing to producing, sound engineering and promoting a new track, album or concert.

This course is suitable for students with an interest in Music and the Music Industry. We expect they will be willing to use instruments to create performances and work on tasks such as recording and rehearsing both in and outside sessions. Students will be expected to be fully involved in Performing Arts enrichment activities and visits.

## *Programme of Study*

The course comprises of 2 core units and 2 Specialist units from the table below

Core Units	
1 The Music Industry	Examination
2 Managing a Music Product – Group	Assignment
Specialist Units (not all units may be available, see AHM for advice)	
3 Introducing Live Sound	Assignment
4 Introducing Music Composition	Assignment
5 Introducing Music Performance	Assignment
6 Introducing Music Recording	Assignment
7 Introducing Music Sequencing	Assignment

Students are expected to, and encouraged to work independently, and be driven by their passion for music. You will work to briefs and keep evidence of your achievements; this does not have to be all written evidence. During the course students are expected to attend at least one trip to a music event/venue.

- Develop your independent learning skills
- Develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.
- Develop a wide range of personal and organisational skills for the work place.
- Work to deadlines and collaborate with others.

## *How will it be assessed?*

The course is assessed through, practical, portfolio and examination work.

## *Who is this course aimed at?*

- Students wanting to develop employability skills for use as part of their continuing studies or in the work place.
- Students interested in working on assignments based on real events with a purpose
- Students interested in pursuing a career in the music industry. Credits can be carried forward and students could continue to study BTEC Music Level 3 as part of their KS5 programme.

***We aim to provide students with an enjoyable experience which will enhance their understanding of the music industry and working life in general while building confidence and self-esteem.***

# BTEC FIRST AWARD IN ENGINEERING

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## ***Aims of the course***

The emphasis of the course is on written assignments, on the ways engineering affects our world today, engineered products, materials and how mathematics and science are essential to success. The course is broken into 4 units of study, 3 units of written assignments and 1 computerised examination.

- The specification combines theoretical content with real life applications.
- There is an emphasis on Computer Aided Design and Manufacturing, Material Science and Engineering Quality
- An understanding of underlying scientific principles is expected

## ***Programme of study***

The course has 4 units of study:

### Unit 1: The Engineering World (Examined Unit)

- Know about engineering processes used to produce modern engineered products
- Know about developments in engineering materials and technologies
- Understand how engineering contributes to a sustainable future.

### Unit 2: Investigating an Engineering Product

- Understand the performance requirements of an engineered product
- Understand the selection of specific materials for use in the components that make up an engineered product
- Understand the selection and use of manufacturing processes in an engineered product
- Understand the quality issues related to an engineered product.

### Unit 5: Engineering Materials

- Know about the properties of common engineering materials and selection for engineering applications
- Know about the supply and sustainable use of engineering materials and selection for an engineering product or activity.

### Unit 6: Computer-aided Engineering

- Use a CAD system to produce engineering drawings
- Use a CAM system to manufacture an engineering component.

## ***How will it be assessed?***

### Computerised examination

The examination is 1 hour

- 25% of total marks for course
- The examination will be based on Unit 1: The Engineering World

### Non-Examination Assessment

- Based on units released by BTEC
- 75% of total marks
- Assessment is across 3 units of work
- Each unit of work will approximately last for 2 terms.

## ***Who is the course aimed at?***

This course is aimed at students who intend entering a career in the engineering industry. This could include mechanical engineering, automotive engineering, aerospace engineering, chemical engineering etc.

## ***Possible careers associated with this subject***

Architectural Planning, Project Management Civil, Surveying, Transportation Planning, Estimating, Health and Safety.

# OCR LEVEL 1/2 CAMBRIDGE NATIONAL CERTIFICATE IN HEALTH AND SOCIAL CARE

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## ***Aims of the course***

This certificate in Health and Social Care is designed to introduce learners to working in the Health and Social Care sector or prepare them for further study, such as a Cambridge National Diploma in Health and Social Care or an appropriate NVQ. The achievement of this certificate has the equivalence of 1 GCSE.

## ***Programme of Study***

The Cambridge National Certificate in Health and Social Care consists of two core units plus two specialist units.

### **Core Units:**

- Essential values of care for use in individual care settings
- Communication in Health and Social Care

### **Specialist Units:**

- Understanding body systems and disorders
- Understanding the nutrients needed for good health

Throughout the course students will measure pulse rates, measure blood pressure, make leaflets, role play, prepare Power Points, design posters.

## ***How will it be assessed?***

All units are graded Pass, Merit and Distinction, three units are internally assessed and one unit is externally assessed under examination conditions. These are combined to give an overall qualification level.

## ***Who is this course aimed at?***

Following completion of the Cambridge National Certificate in Health and Social Care, successful candidates would be able to enter initial employment, at a junior level, in occupational therapy or social work. It will be possible for students to progress to higher level qualifications such as the Cambridge National Level 3 Care.

## ***Possible careers associated with this subject***

Advice Worker, Personal Advisor, Charity Officer, FE Lecturer, Health Service Manager, Nutritional Therapist, Physiotherapist, Probation Officer, Lifestyle Consultant, Doctor, Social Worker, Case Worker, National Health Service.

# OCR LEVEL 1/2 CAMBRIDGE NATIONAL CERTIFICATE IN SPORT STUDIES

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## ***Aims of the course***

Sport and leisure is a growing industry, with opportunities in practical areas such as coaching, instructing and leading outdoor and adventure activities, as well as in facility management and administration.

Level 2 Cambridge National Certificate in Sport Studies is designed to introduce learners to working in the sector or prepare them for further study, such as a Cambridge Technicals, BTEC National qualification or an appropriate NVQ.

The advantages of this course are:

- It is vocational.
- The whole process is based around the learner.
- 75% coursework and 25% examination
- On completion it is worth 1 GCSE grades.
- Pass= C, Merit = B, Distinction = A

## ***Programme of Study***

You will complete the two core units:

1. Contemporary issues in Sport
2. Developing Sports Skills

You will also complete two of the following units to make a total of four units:

- Sports Leadership
- Sport and the Media
- Working in the Sports Industry
- Developing knowledge and skills in outdoor activities

Each unit will be awarded as a Pass, Merit or Distinction.

## ***How will it be assessed?***

Students will be assessed using a variety of methods including practical performance, role play, oral presentations and written assignments. Learners are encouraged to take responsibility for their own learning.

Contemporary Issues in Sport is the only unit to be tested through an examination. The examination is marked out of 60 and is a one hour examination. All of the other units are externally assessed and moderated.

## ***Possible careers associated with this subject***

PE Teacher, Armed Forces, Physiotherapist, Police, Fire Services, Coach, Athlete, Personal Trainer, or any career where the knowledge of how to improve performance of the body is necessary.

# GCSE ART & DESIGN

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## *Aims of the course*

GCSE Art and Design is a visually exciting course that allows students to explore their creativity. The projects are varied and students are encouraged to personalise the themes where possible. Common themes include: Identity, Natural Forms, Sea Life, The Urban Environment, Social Media, Music and Films.

Students will develop their research skills by exploring the work of several artists, crafts people and designers to inform the progression of their design work. The syllabus provides opportunities for students to develop their practical skills using a wide range of techniques and processes including: sculpture, ceramics, constructed textiles, painting & drawing techniques and more. Students will develop ideas through to the development of a final outcome informed by the work of artists etc

## *Programme of Study*

**Coursework** makes up **60%** of the overall assessment comprising of **2** units of **practical based** work.

**Unit 1: June 2017– April 2018**

**Unit 2: April 2018 – January 2019**

Students will submit 2 units of work within their coursework portfolio but are supported throughout with tutorials, design briefs and demonstrations. The course covers 4 assessment objectives:

- Recording of ideas through drawing and painting from observation.
- Investigating and exploring the work of artists and crafts people.
- Development of Ideas through experimentation with materials.
- The development of a personal response or final outcome informed by artists and crafts people.

Within the programme of study, students are given the opportunity of visiting art exhibitions and working alongside artists in residence to help generate ideas and support coursework portfolios. Regular extension sessions are run to support students with their work. Sessions are well attended and students enjoy using the department outside of learning sessions.

**Controlled Assessment.**

**Unit 3: January 2019 – May 2019**

**The practical examination** is the remaining **40%** of the assessment.

- Students will be given a choice of starting points set by the examination board. They will produce both practical work, research and design ideas prior to the examination.
- Their learning tutor will carefully guide students through the examination period to ensure they are suitably prepared for the examination session.
- There is no written paper for this examination.

## *Who is the course aimed at?*

### **Students**

- Who have a 'real' passion for Art and Creative Medias and are willing to work hard.
- Interested in careers in graphic design, illustration, teaching, set design, computer gaming, the fashion industry and many creative industries.
- Who favour practical based work and enjoy experimenting with techniques and processes in a wide variety of media both in 2 and 3 dimensions.
- Who enjoy exploring the visual qualities of objects through drawing and painting.
- Who respond favourably to dominant coursework based subjects.
- Students who are currently working at a Grade 4 and above.

## *Possible careers associated with this subject*

Creative skills are necessary in TV, film, Publishing, Computer Programming Companies and Advertising Firms. Artists can work as Illustrators, Cartoonists, Graphic Designers, Animators or in Multimedia.

# VOCATIONAL QUALIFICATION IN BUSINESS AND ENTERPRISE.

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## *Aims of the course*

This is a two year course which aims to equip learners with knowledge, confidence and practical skills in Business and Enterprise. It is designed with both practical and theoretical elements that will allow learners to develop skills that will enable them to become more financially and commercially aware. This is a great introduction into the business world of today that will open up a wide range of further learning opportunities.

## *Programme of study*

### **Examination Board: TBC**

The course will have 3 units of study covering a wide range of Business Topics.

- All examination boards will have a unit based on Business Enterprise focusing on preparing pupils for entering the working world.
- All courses will have a finance element that deals with issues such as payslips, cash flow and profit and loss.

## *How will it be assessed?*

- All examination boards require candidates to 1 hour written examination worth 25 - 50% of the overall grade.
- 2 controlled assessment units worth 25 – 35% each that will be assessed internally within the Academy based upon a scenario provided by the examination board. This could be on topics including Marketing, Human Resources or Customer Service.

## *Who this course is aimed at?*

This course is aimed at students who are interested in business and entrepreneurial skills. It is designed with both practical and theoretical elements so that learners are able to apply their knowledge to real organisations. It will aid pupils in making informed and balanced decisions about their own working lives.

## *Future Prospects*

The course selected will be the equivalent of 1 GCSE and accepted as a qualification for Post16 education. It will provide a gateway for further study of qualifications in enterprise, marketing or business. For example, learners may progress onto OCR's Level 3 Certificate in Preparing for a Business Venture, OCR's Level 3 Cambridge Technicals in Business or A Levels in related subjects. Business is a particularly popular subject at Post 16 and will place pupils in an ideal position for future careers in Management, Marketing, HRM or Finance.

# GCSE COMPUTER SCIENCE

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*Students selecting this course may have to study Level 2 Certificate for IT User Skills in Open Systems and Enterprise instead*

## ***Aims of the course***

The course provides students with a real, in-depth understanding of how computers work and the hardware needed to make computers work. Students will also learn how computers communicate with different devices and create programs in text-based programming language developing, them for a specific purpose will also be studied. Students will learn how a computer ‘thinks’ in order to solve different problems as well as designing, writing and correcting programs that will overcome a range of problems.

## ***Programme of study***

### **Examination Board OCR**

The GCSE has 3 components of study

- 01: Computer systems (worth 40%)
- 02: Computational thinking, algorithms and programming (worth 40%)
- 03/04: Programming project (worth 20%)

## ***How will it be assessed?***

Assessment will be through a range of methods:

- Computer systems is assessed by a 1 hour 30 minute examination
- Computational thinking, algorithms and programming is assessed by a 1 hour 30 minute examination
- Programming project is assessed by a programming based task set by the examination board, students are expected to take approximately 20 hours to complete this

## ***Who this course is aimed at?***

This course is aimed at students who wish to develop computational thinking skills built on a sound base of conceptual learning and understanding. The course is ideal for students who have a genuine interest in command line computer programming and have strong Mathematical understanding.

## ***Possible careers associated with this subject***

Games design, web and animation development, network management, network security, digital forensics.

# LEVEL 2 CERTIFICATE FOR IT USER SKILLS IN OPEN SYSTEMS AND ENTERPRISE

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*Students selecting this course may have to study GCSE COMPUTER Science instead*

## ***Aims of the course***

Students study a range of industry standard subject areas in the field of IT and can choose from a range of optional units that interest and inspire them. These topic areas, or units, can be combined to create a coherent focus which will help them towards further study in IT, Post16 education or employment.

## ***Programme of study***

### **Examination Board TLM**

Students work on the various units to produce coursework to the required pass standard, until they reach enough to be entered for a final examination. There is some flexibility in the units that can be studied, however there are two compulsory units

- Unit 1 – Improving Productivity Using IT (4 credits)
- Unit 4 – IT Security for Users (2 credits)

## ***How will it be assessed?***

By passing the coursework aspects, students are then ready for a single externally assessed examination. Students grades are awarded only on their examination result.

## ***Who this course is aimed at?***

The qualifications are a good grounding for any students in any discipline since the skills acquired in computer use and applications will apply to any field of study and at any level. Students wishing to work in local companies will have the application skills and specialist knowledge to work in administration, marketing, sales, research and development, accounting or technical roles.

At the time of publication all examination boards are awaiting accreditation from the examination awards body Ofqual for the ICT qualifications that they are offering. We will inform you if this results in this course changing for students who select to study it.

# FOOD PREPARATION & NUTRITION (GCSE OR EQUIVALENT QUALIFICATION)

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The emphasis of the course is on understanding the properties of ingredients in food preparation. Students should expect to prepare and cook a range of set dishes with little opportunity to choose their own recipes. **To gain the most from this, students must be organised and should be prepared to provide ingredients fortnightly.** A portfolio of evidence is maintained by each student to demonstrate their design work, analytical skills, evaluations and processes.

## **Who is the course aimed at?**

The course is aimed at students who are aiming to enter into a career based around the food industry. This could include industrial production of food, catering services or food science based careers such as dieticians.

## **Aims of the course**

- To offer an opportunity for students to show their skill in preparing and cooking quality food products.
- Develop students' ability to analyse and evaluate products and processes.
- Engage students in activities to demonstrate and develop practical skills and techniques.
- To encourage students to consider health benefits of a balanced and nutritious diet.
- To encourage students to recognise the impact the development and manufacture of food products has on moral, cultural and environmental issues.

## **Programme of study**

Practical sessions will include:

- Demonstrating knowledge of: Healthy Eating, Fats, Carbohydrates, Protein, Vitamins, Minerals and Special Diets
- Demonstrating Skills in making a wide range of dishes across the whole food spectrum (from snacks to 3 course meals)

Gained Skills

- To select and use tools/equipment and processes to produce quality products;
- To use tools and equipment safely.
- To work accurately and efficiently in terms of time, materials/ingredients & components;
- To manufacture products applying quality control procedures;
- Through testing, modification and evaluation, check that the quality of the products are suitable for intended users and make changes where necessary that would improve the product.
- Working as part of a team when designing and making products.

## **How will it be assessed?**

**Practical** – Students will be assessed on their practical food preparation skills in a number of internally assessed sessions. They will be assessed on their skills at preparing food accurately, safely and hygienically and presenting their dishes with care and attention to detail.

**Theory** – Students theory knowledge will be assessed by internally assessed research tasks on preparation techniques, nutritional content of food and working properties of ingredients. They will also be assessed in a final externally assessed examination.

# GCSE GEOGRAPHY

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## ***Aims of the course***

The GCSE Geography course aims to provide an innovative course encompassing relevant and modern Geography fit for the 21st century.

Students will gain the skills to appreciate the importance of Geography for understanding the world around them. It supports the learning of geographical concepts, encourages candidates to think geographically and develops their responsibilities as global citizens to enable them to contribute to a future that is sustainable and inclusive.

## ***Programme of study and assessment:***

The GCSE has 3 units of study.

### ***How will it be assessed?***

Students are required to complete two compulsory pieces of fieldwork. There will be no charge to parents for these external visits.

Unit 1: Our Natural World (35% External Examination)

- Global Hazards
- Changing Climate
- Distinctive Landscapes
- Sustaining Ecosystems
- Fieldwork (Trip)

Unit 2: - People and Society (35% External Examination)

- Urban Futures
- Dynamic Development
- UK in the 21<sup>st</sup> Century
- Resource Resilience
- Fieldwork (Trip)

Unit 3: Geographical Investigation (30%)

- Geographical Skills
- Decision Making

## ***Who is this course aimed at?***

This course is aimed at students who are interested in Geography and who may wish to expand these skills to an advanced level at Post16. It is suitable for academic students who enjoy discovering geographical issues in today's fast changing and diverse world. The course is worth 1 GCSE and is accepted as a qualification for Post16 education. It will also provide a general gateway to many different subjects at A-Level and can give students a footing when thinking of potential career choices.

## ***Possible careers associated with this subject***

Meteorologist, Volcanologist, Geologist, Climatologist, Scientist, Explorer

# GCSE HISTORY - AQA

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## ***Aims of the Course:***

GCSE History aims to create independent individuals who question the who, what, when, where and why of things. History encourages students to develop invaluable life and academic skills. It enthuses students and gives them a better understanding of the world in which they live today.

***“What happened then, matters now”*** The Historical association motto sums up our commitment to understanding the past and making it relevant and important for the future, helping students to move forward and become valued members of today’s society.

## ***Programme of Study:***

### **Paper 1 50% of your GCSE**

Students will learn about the USA 1918-1975. This will encompass topics such as Prohibition, Hollywood, Civil Rights and the Wall Street Crash.

The second topic on this paper will be a study of the Interwar years. The First World War ended in 1918. Students will learn about personalities such as Adolf Hitler and Benito Mussolini and debate what caused the Second World War to start.

### **Paper 2: 50% of your GCSE**

Students will study older periods of History in the new GCSE. Students will study life in Tudor England and the reign of Elizabeth I. Students will learn about the history of British health and medicine; this will include topics such as the Black Death.

Students will sit two examinations at the end of the course.

### ***Who is this course is aimed at:***

This course is aimed at students who are interested in History and enjoy discovering how and why events happen and their impact, both historically and in relation to the modern world. The History course is worth one GCSE and is well-respected course by colleges, employers and universities. History helps to develop many skills which employers value such as independent learning, literacy skills and debating.

### ***Possible careers associated with this subject***

Law, Teaching, Politics and Government, Museum Curator, Police Force, Project Management.

# GCSE PHYSICAL EDUCATION

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## ***Aims of the course***

- Encourage students to be inspired, moved and changed by developing awareness and appreciation of their own and others' cultures in relation to physical education.
- Encourage creativity and decision-making skills to enable students to plan effectively for performances and to respond to changing situations.
- Enable students to become increasingly physically competent through being actively engaged in a range of physical activities, and to become increasingly effective in their performance in different types of physical activity and roles such as player/participant, leader and official.
- Enable students to develop their ability to engage independently and successfully in different types of physical activity (Individual and Team), and to develop and maintain their involvement in physical activity as part of a healthy, active lifestyle.

## ***Programme of Study***

GCSE Edexcel Physical Education (Full course)	
<b>Unit 1 Theory of Physical Education</b>	60%
<b>Unit 2 Performance in Physical Education</b>	30%
<b>Unit 3 Coursework</b>	10%

### **Unit 1 - Theory of Physical Education:**

- 1) Fitness and Body Systems 36%
- 2) Health and Performance 24%

### **Unit 2 – Performance in Physical Education:**

- 1) Practical performance in 3 sports (1 must be an individual sport, 1 must be a team sport = 1 other)
- 2) Coursework = Personal Exercise Programme

### ***Students must be able to offer:***

3 practical sports to be assessed and marked externally

- Must have a high practical ability and compete at club level for at least 1 sport
- Have a good understanding of science and reach at least a projected **Grade 6** by end of year 9

## ***How will it be assessed?***

Unit 1 is assessed through 2 externally set examinations. (Fitness and Body Systems 36% and Health and Performance 24%)

Both examinations are 1 hour and 30 minutes, and include multiple-choice, short-answer, and longer-answer questions.

Unit 2 and Unit 3 is assessed under controlled conditions and will be externally moderated.

## ***Possible careers associated with this subject***

PE Teacher, Armed Forces, Physiotherapist, Police, Fire Services, Coach, Athlete, Personal Trainer, or any career where the knowledge of how to improve performance of the body is necessary.

# GCSE PHILOSOPHY AND APPLIED ETHICS

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## ***Aims of the course***

For students who like:

- Finding out about issues that affect us all
- Learning about issues that are constantly in the news
- Looking at topics that really make you think
- Being able to say what you think

## ***Programme of Study***

- Full Course – students will study 4 units
- Each unit will be assessed by an examination.

## **Key Skills used in this course**

Discussing - giving your own ideas and opinions.

Arguing from different points of view.

Remembering key words and meanings.

Using different ideas, beliefs and teachings to back up a point of view.

Writing evaluative answers about moral issues using opinions, examples and beliefs.

The course covers a range of philosophical and moral issues such as: When does life begin? Can abortion or euthanasia ever be acceptable? What is equality? Is it ever right to go to war? Does God exist? Why is there evil and suffering? How do different people know what the right thing to do is? These issues and questions will be studied from the point of view of two different religions and a variety of non-religious perspectives.

From students' knowledge of different traditions, they will gain a better understanding of world events. They will also develop a tolerance towards others that will be a key skill for the rest of their lives.

## ***How will it be assessed?***

Through external examination at the end of Year 11

## ***Who is this course aimed at?***

There are three main ways of 'using' this course in the world of work:

1. Careers where it is important or useful to have knowledge of what really matters to people: health care, child care, medicine, psychologist, customer services
2. Careers which make good use of the research, investigatory and report writing techniques learned in studying religion: law, police work (forensic), psychology, public services, management.
3. Careers where you need specific knowledge of different ideas: teaching, social work, archaeology, museum work, fine art, conservation/natural history, architecture.

# GCSE SPANISH

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## *Aims of the course*

This is a two year course which aims to help students progress and develop a passion for languages through culturally engaging content. Students are taught to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis not only to progress to A Level or employment but to take their place in a multilingual and global society.

Some of our best universities may request the study of a language at GCSE as an entrance requirement for certain degrees. In addition, numerous degrees are offered with the study of a foreign language alongside, and the opportunity to spend a year studying abroad under the ERASMUS scheme; a year in Barcelona for Aeronautical Engineering for example.

## *Programme of Study*

### **Examination Board Edexcel**

The GCSE covers the following themes.

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension.

## *How will it be assessed?*

Final examinations are each worth 25%. Examinations can be sat at foundation or higher level. **Pupils must sit the same tier for all four examinations.**

Paper 1. Listening Examination. Foundation 35 minutes. Higher 45 minutes.

Paper 2. Reading Examination. Foundation 45 minutes. Higher 1 hour.

Paper 3. Speaking Examination. Foundation 7-9 minutes. Higher 10-12 minutes.

Paper 4. Writing Examination. Foundation 1 hour 10 minutes. Higher 1 hour 20 minutes.

***Speaking assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to EDEXCEL for external marking.***

## *Who is this course aimed at?*

This course is aimed at students who:

- *like a challenge and can work independently*
- *like talking and can figure out patterns.*
- *appreciate other ways of life*
- *are not afraid of hard work!*

**It is suitable for students who are considering going to a university where having a GCSE qualification in a language is a prerequisite for entry.**

This course is worth 1 GCSE and is accepted as a qualification for Post16 education. It will also provide a general gateway to many different subjects at degree level.

## *Possible careers associated with this subject*

The most common professions are in leisure and tourism, teaching and translating, marketing and recruitment, and exports and journalism.

# GCSE TEXTILE DESIGN

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## *Aims of the course*

We aim to deliver a visually exciting course that allows pupils to explore their creativity. The projects are varied and pupils are encouraged to personalise the themes where possible. **Textile Design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.**

Students will develop their research skills by exploring the work of several designers to inform the progression of their design work. Students will develop ideas through to the development of a final outcome informed by the work of designers etc

**In all units students will have the opportunity to work in one or more areas of Textile Design, such as those listed below:**

- fashion design and illustration
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- interior textiles
- digital textiles

**Within the context of Textile Design, students must demonstrate the ability to:**

- use textile techniques and processes, appropriate for example:
  - weaving
  - felting
  - stitching
  - appliqué
  - shibori
  - heat transfer
  - construction methods
  - printing
- use media and materials, as appropriate to students' personal intentions, for example: inks, threads, fibres, fabrics and digital imagery

## *Programme of Study*

**Controlled Assessment** makes up **60%** of the overall assessment comprising of **3** units of **practical based** work.

**Unit 1: Term 5 – Foundation Unit – Skills      Unit 2: August 2017 – December 2017 – Mini Project**

**Unit 3: January 2018 – December 2018 – Major Project**

Students will submit 3 units of work within their coursework portfolio but are supported throughout with **tutorials, design briefs and demonstrations**. The course covers **4 assessment objectives**:

- Recording of ideas through drawing using various techniques.
- Investigating and exploring the work of artists and designers.
- Development of Ideas through experimentation with materials.
- The development of a personal response or final outcome informed by designers.

Within the programme of study, students are given the opportunity of visiting exhibitions to help generate ideas and support coursework portfolios. Regular extension sessions are run to support our pupils with their work. sessions are well attended and pupils enjoy using the department outside of lessons.

**Examination Unit:      January 2019 – May 2019**

**The practical examination** is the remaining **40%** of the assessment.

- You will be given a choice of starting points set by the examination board. You will produce both practical work, research and design ideas prior to the examination.
- Your learning tutor will carefully guide you through the examination period to ensure you are suitably prepared for the examination session.
- There is no written paper for this examination.

### ***Who is the course aimed at?***

#### **Students**

- Achieving a Grade 5 or above in Design Technology.
- Who have a 'real' passion for Textiles and the Fashion Industry and are willing to work hard.
- Interested in careers in textiles, surface pattern, teaching, costume design, the fashion industry and many creative industries.
- Who favour practical based work and enjoy experimenting with techniques and processes in a wide variety of media both in 2 and 3 dimensions.
- Who enjoy exploring the visual qualities of objects through experimental sampling and machine stitch
- Who respond favourably to dominant coursework based subjects

**Note, if you have opted to take GCSE Art you cannot select GCSE Textiles.**

# GCSE DESIGN AND TECHNOLOGY

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The emphasis of the course is on **designing** using investigative research to develop prototypes of high quality innovative products. Students should expect to spend 60% of their time designing and using CAD software to develop ideas for manufacture. **To gain the most from this, students must be organised.** A portfolio of evidence is maintained by each student to demonstrate their design work, analytical skills, evaluations and processes.

## ***Who is the course aimed at?***

This course is aimed at students who intend entering a career in the design industry. This could include industrial design, automotive design, architecture, animation or product design.

## ***Aims of the course***

- The specification combines theoretical content with practical application
- There is an emphasis on designing
- The use of mathematical skills is a key requirement, and is tested in the examination (15% of the written paper)
- An understanding of underlying scientific principles is expected
- The acquisition of practical skills is still expected

## ***Programme of Study***

The course has 3 key sections which will be tested

### Section 1: Core Technical Principles

- New and emerging technologies
- How energy is generated and stored
- Modern and smart materials
- Understanding a systems approach when designing
- Mechanical devices
- Materials and their working properties

### Section 2: Specialist Technical Principles

- Selection of materials or components
- Forces and stresses on materials
- Ecological and social footprint
- Scales of production
- Sources and origins
- Physical and working properties
- Stock forms, types and sizes
- Specialist techniques (including quality control)
- Surface treatments and finishes

### Section 3: Designing and Making Principles

- Primary and secondary data
- Needs and wants
- Investigation
- Environmental, social and economic challenge
- Idea development
- The work of others

- Design strategies
- Communication of design ideas
- Prototype development
- Selection of materials and components
- Tolerances
- Material management
- Tools and equipment
- Techniques and processes

### ***How will it be assessed?***

#### Written Examination

The paper is 2 hours duration

- 50% of total marks
- There are three sections

#### **Section A: Core technical principles** (20 marks)

- consists of multiple choice and short answer questions examining the core technical principles

#### **Section B: Specialist technical principles** (30 marks)

- consists of longer response questions that assess the specialist technical principles

#### **Section C: Designing and making principles** (50 marks)

- consists of questions that assess the designing and making principles.

#### Non Examination Assessment

- Based on contexts released by AQA
- 50% of total marks
- Assessment is across four assessment criteria
- No material or technology limitations
- Portfolios may be paper based or electronic format
- Must be the student's own work, taking 30-35 hours to complete
- Produce a prototype and portfolio of evidence (max 20 pages).

# LEVEL 1/2 TECHNICAL AWARD IN MATERIALS TECHNOLOGY

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The emphasis of the course is on practical skills. Students will have the opportunity to develop a wide range of practical skills in working with resistant materials: wood, metal, plastic, composite and smart materials.

## *Aims of the course*

- Engage students in activities to demonstrate and develop practical skills and techniques.
- To encourage students to consider the working properties of materials and make informed decisions when designing and making
- To encourage students to recognise industrial practices and career opportunities

## *Programme of study*

The course is divided into 3 sections

### Unit 1

Learners will undertake a number of mini-projects that will allow them to be assessed against 12 practical skills. The projects should be determined by the learner/teacher. Learners will produce a folder containing evidence of small made outcomes and these should be photographed for moderation purposes.

The practical skills are:

- Selecting and preparing materials/marking out
- Using hand tools for cutting and shaping
- Forming, bending or laminating
- Casting or moulding
- Non-permanent joining techniques
- Permanent joining techniques
- Machining and the use of power tools
- Quantity production
- Using CAD/CAM systems
- Using finishing techniques
- Quality control and maintaining accuracy
- Teamwork.

### Unit 2

Learners will undertake an extended making project that showcases the skills they have developed in Unit 1 and the knowledge they have developed through Unit 3. It will also assess the transferable skill of communication. Learners will produce a made outcome in response to the brief in addition to a small folder to evidence the planning, development, testing and evaluation stages. This should be no more than 15 pages and include photographic evidence of the final outcome for moderation purposes.

### Unit 3

Learners will be assessed on their knowledge and understanding of the following:

- Materials and their working properties
- Processes and manufacture
- Joining, components, adhesives and finishes
- Product specification
- Commercial practice
- Careers opportunities.

## ***How will it be assessed?***

### **Unit 1:**

#### **Skills demonstration 30%**

- Internally assessed
- 12 practical skills
- 72 marks
- Each skill will have 6 marks allocated to it

#### **Unit 2: Extended making project 30%**

- Internally assessed
- 72 marks
- Project assessed against planning, making, evaluation and communication

#### **Unit 3: Written Examination 40%**

- Externally assessed
- Written Examination: 1 hour 30 minutes
- 96 marks