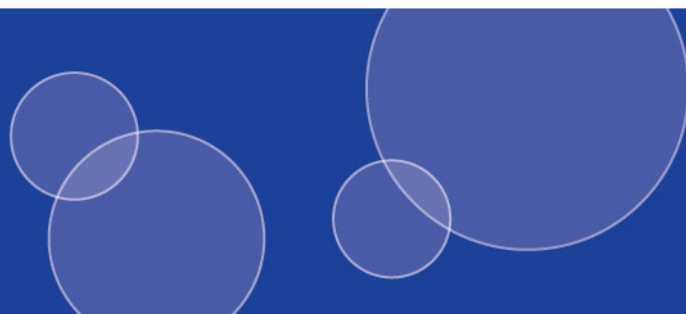




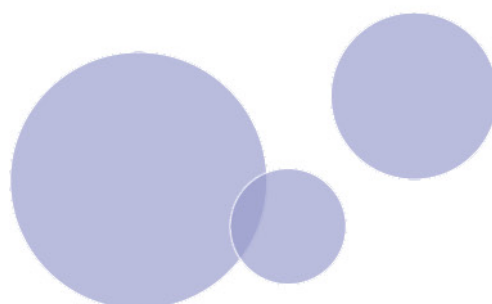
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14 –16 EDUCATION **CURRICULUM PATHWAYS**

A GUIDE TO YOUR PATHWAY

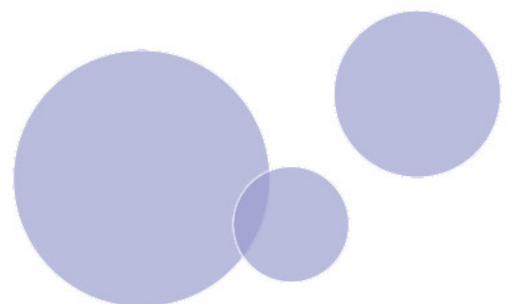
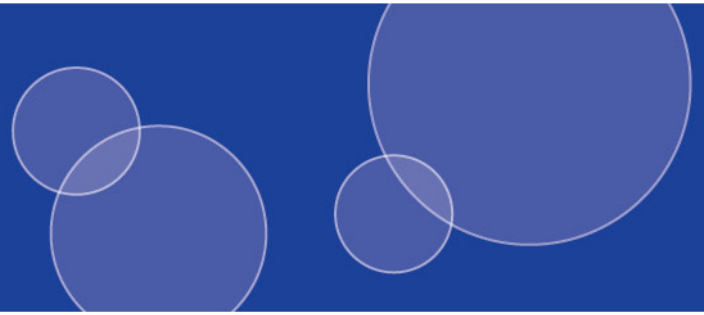
2018 – 2020



LANDAU FORTE ACADEMY AMINGTON



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14-16 EDUCATION – CURRICULUM PATHWAYS

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 CORE CURRICULUM

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 Combined Science. Students can now opt for Triple Science allowing them to access GCSE Biology, GCSE Chemistry and GCSE Physics giving them a separate GCSE in each of the disciplines. If Triple Science is not selected as an option then students will be required to study Combined Science, this will require elements of Biology, Chemistry and Physics and will enable the students to achieve two GCSEs.

Learning for Life

All students will take part in this aspect of the curriculum, which includes: PSHE, 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 and Parents' Evenings will continue to be a key part of this programme.

THE CORE CURRICULUM - ENGLISH

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

ENGLISH LANGUAGE

Examination Board: AQA

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

Examination Board: AQA

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 opportunity to gain a wide range of mathematical and problem solving skills that are required across their education and in future employment. The mathematical techniques covered in the course support the development of the mathematical ideas of Conceptual Understanding, Procedural Fluency, Strategic Competence, Adaptive Reasoning and a Productive Disposition.

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-

Paper 1: Non-calculator	Paper 2: Calculator	Paper 3: Calculator
Written examination: 1 hour 30 minutes 80 marks Non-calculator 33⅓% of the GCSE Mathematics assessment	Written examination: 1 hour 30 minutes 80 marks Calculator allowed 33⅓% of the GCSE Mathematics assessment	Written examination: 1 hour 30 minutes 80 marks Calculator allowed 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

GCSE COMBINED SCIENCE

Aim of the course

Students will have the opportunity to take examinations in GCSE Combined Science. They will have a programme of study that will enable them to access Biology, Chemistry and Physics, and will take 6 exams (2 in each field). This leads to two GCSE qualifications.

Programme of study

Examination Board: Edexcel

Students will study all three sciences in sessions. There is no longer a course work element in GCSE Science. Students will also cover 6 core practical Science experiments.

GCSE Biology	GCSE Chemistry	GCSE Physics
<p>Biology</p> <p>Unit 1 - 1 hour 10 min paper</p> <ul style="list-style-type: none"> • Key concepts in biology • Cells and control • Genetics • Natural selection and genetic modification • Health, disease and the development of medicines 	<p>Chemistry</p> <p>Unit 1 - 1 hour 10 min paper</p> <ul style="list-style-type: none"> • Key concepts in chemistry • States of matter and mixtures • Chemical changes, • Extracting metals and equilibria 	<p>Physics</p> <p>Unit 1 - 1 hour 10 min paper</p> <ul style="list-style-type: none"> • Key concepts of physics • Motion and forces • Conservation of energy • Waves • Light and the electromagnetic spectrum • Radioactivity
<p>Biology</p> <p>Unit 2 1 hour 10 min paper</p> <ul style="list-style-type: none"> • Key concepts in biology • Plant structures and their functions • Animal coordination, control and homeostasis • Exchange and transport in animals • Ecosystems and material cycles 	<p>Chemistry</p> <p>Unit 2 1 hour 10 min paper</p> <ul style="list-style-type: none"> • Key concepts in chemistry • Groups in the periodic table • Rates of reaction and energy changes • Fuels and Earth science 	<p>Physics</p> <p>Unit 2 1 hour 10 min paper</p> <ul style="list-style-type: none"> • Key concepts of physics • Energy - Forces doing work • Forces and their effects • Electricity and circuits • Magnetism and the motor effect • Electromagnetic induction • Particle model

		<ul style="list-style-type: none"> Forces and matter
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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.

OPTIONS CURRICULUM

In addition, our students have the chance to study a further 4 subjects in a range of appropriate qualifications according to their individual needs and strengths. For the majority of students, their 4 options subjects will be recognised through GCSEs and for some, vocational qualifications or a mixture of both.

Students and Parents/Carers will be able to request 4 subjects from the two available option pots and be able to select a reserve option in case it is not possible to provide the 4 requested.

Option Pot 1

Students with Parent/Carers will have to select one or two of the following subjects:

- GCSE Geography
- GCSE History
- GCSE Spanish
- GCSE Triple Science

Option Pot 2

Students with Parent/Carers will have to select their remaining options and a reserve from the following subjects:

- GCSE Art and Design
- GCSE Business Studies
- GCSE Computer Science
- GCSE Drama
- OCR Cambridge National Certificate in Enterprise and Marketing
- GCSE Geography
- GCSE History
- OCR Cambridge National Certificate in ICT
- BTEC First Award in Music
- BTEC FIRST Award in Performing Arts: Dance
- GCSE Physical Education
- GCSE Religious Studies (Philosophy and Applied Ethics)
- GCSE Spanish
- GCSE Triple Science
- GCSE Food Preparation & Nutrition
- GCSE Design & Technology (Product Design)
- GCSE Design & Technology (Textile Design)
- BTEC First Award in Engineering
- OCR Level 1/2 Cambridge National Certificate in Health and Social Care
- OCR Level 1/2 Cambridge National Certificate in Sport Studies

Information on the above course can be found in the remaining pages of this booklet.

TRIPLE SCIENCE

Aim of the course

Students will have the opportunity to take examinations in Triple Science. They will have a programme of study that will enable them to access three 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>Biology</p> <p>Unit 1 - 1 hour 45 min paper</p> <ul style="list-style-type: none">• Key biological concepts• Cells and control• Genetics• Natural Selection and genetic modification• Health, disease and development of medicines	<p>Chemistry</p> <p>Unit 1 - 1 hour 45 min paper</p> <ul style="list-style-type: none">• States of matter• Methods of separating• Acids• Obtaining and using metal• Electrolysis	<p>Physics</p> <p>Unit 1 - 1 hour 45 min paper</p> <ul style="list-style-type: none">• Motion and forces• Energy• Forces and their effects• Electricity• Static electricity
<p>Biology</p> <p>Unit 2 1 hour 45 min paper</p> <ul style="list-style-type: none">• Key biological concepts• Plant structures and functions• Animal coordination, control and homeostasis• Exchange and transport in animals	<p>Chemistry</p> <p>Unit 2 1 hour 45 min paper</p> <ul style="list-style-type: none">• Periodic table• Rates of reaction• Fuels• Atmospheric science• Hydrocarbons	<p>Physics</p> <p>Unit 2 1 hour 45 min paper</p> <ul style="list-style-type: none">• Magnetism• Conservation of energy• Particle model• Forces and matter• Electromagnetic induction

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

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

Examination Board - OCR

Unit 1 - Devising Drama (30%)

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

Unit 2 – Presenting & Performing Texts (30%)

Students 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 questions. Students' knowledge and understanding of how drama is developed and performed are assessed. 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 learning
- 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.

Possible careers associated with this subject

- The Arts, Broadcasting, Charity, Education, Events, Health, Marketing, Media, PR, Public sector management, Sales, and Social work.

NB – Students who choose this subject as an option cannot also choose BTEC PA (Dance)

BTEC FIRST AWARD IN PERFORMING ARTS: DANCE

Aim of the course

This course is an excellent training ground for young dancers, providing them with industry relevant insight and training to Dance. 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 2 core units and 1 specialist unit.

Unit 1: Individual Showcase

Performance of two solo choreographies, each lasting two minutes in duration, a written assessment; and a letter of application.

Unit 2: Preparation, Performance and Production.

Students will participate in a dance showcase, learn and perform a group dance (3-minute duration) and keep a log of activities, research and rehearsals.

Unit 4: Dance Skills

Students will perform two pieces of dance, one based on Contemporary dance and the other Musical Theatre; attend dance workshops, rehearsals and log development of dance skills.

How will it be assessed?

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

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.
- Promote fitness, a healthy lifestyle, team working and creativity.
- Those who would like to pursue a career within Performing Arts.

Possible careers associated with this subject

Dancer, Choreographer, Teacher, Physical Therapist, Dance Medicine Specialist, Theatre Manager, Dance Journalist and Arts Administrator.

NB – Students who choose this subject as an option cannot also choose GCSE Drama

BTEC FIRST AWARD IN MUSIC

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	Exam
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 the music. Students will work to briefs and keep evidence of their 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 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.

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 with an interest in music and 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.

Possible careers associated with this subject

Any job that requires teamwork, meeting deadlines or creative thinking. Music could be useful for: Music Therapist, Musician, Game Developer, Teacher, Sound Technician (film/broadcasting/games), Event Manager, Radio Producer, Theatre Stage Manager, Broadcasting Engineer, Journalist, PPC Specialist

BTEC FIRST AWARD IN ENGINEERING

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 last approximately 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

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

Units Mandatory	Description of Unit
R021: Essential values of care for use with individuals in care settings	This unit is in the form of an external one-hour exam. Students will be taught the necessary content for the exam. Students have the option to sit the exam a few times in Years 10 and 11- January and June exams.
R022: Communicating and working with individuals in health, social care and early years' settings	In this unit students will complete a piece of controlled assessment which consists of four tasks. Students will be assessed on their knowledge of communication that is needed in different health and social care settings
Units Optional	Description of Unit
R023: Understanding body systems and disorders	In this unit students will complete a piece of controlled assessment which consists of four tasks. Students will be assessed on their knowledge of three body systems and how they work.
R029: Understanding the nutrients needed for good health	In this unit students will complete a piece of controlled assessment which consists of three tasks. Students will be assessed on their knowledge of what is needed for a balanced and healthy diet. Students will be expected to plan and cook a meal suitable for a person with a specific dietary need.

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

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 grade
- Pass= C, Merit = B, Distinction = A

Programme of Study

Students will complete two core units:

1. Contemporary issues in Sport
2. Developing Sports Skills

Students 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 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.

- **NB – Students who choose this subject as an option cannot also choose GCSE Physical Education**

GCSE ART & DESIGN

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, The News, Social Media, Footwear and Childhood memories.

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.

Programme of Study

Examination Board: AQA

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

Unit 1: June 2018– April 2019

Unit 2: April 2019 – January 2020

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 2020 – May 2020

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.

OCR CAMBRIDGE NATIONAL CERTIFICATE IN ENTERPRISE AND MARKETING

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: OCR

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

- Unit R064: Enterprise and Marketing Concepts
- Unit R065: Design a Business Proposal
- Unit R066: Market and Pitch a Business Proposal

How will it be assessed?

- Unit R064: Enterprise and Marketing Concepts is an examination based unit with pupils sitting an external 1-hour paper at the end of Year 10. This unit is worth 50% of the overall grade.
- Unit R065: Design a Business Proposal is a controlled assessment unit completed within lessons worth 25% of the overall mark.
- Unit R066: Market and Pitch a Business Proposal is a controlled assessment unit completed within lessons worth 25% of the overall mark. It will require pupils to conduct a “Dragons Den” style pitch to an audience of professionals from local businesses.

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. This course may also be more suited to pupils who prefer coursework based learning rather than linear exams.

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 Technical in Business or A Levels in related subjects. Business is a particularly popular subject at Post 16.

Possible careers associated with this subject

Management, Marketing, Human Resource Management or Finance

NB – Students who choose this subject as an option cannot also choose GCSE Business Studies

GCSE BUSINESS STUDIES

Aims of the course

This is a two year course which aims to engage pupils with the ever changing business world of today. This qualification equips learners with the skills and confidence to explore how different business situations affect business decisions. It is a well-rounded introduction to the subject. The qualification will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware.

The course will enable pupils to:

- Understand key business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- Apply their knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate financial acumen, and draw on evidence to make informed business decisions and solve business problems

Programme of study

Examination Board: OCR

The GCSE has 2 units of study

- Business 1: Business Activity, Marketing and People
- Business 2: Business Operations, Finance and Influences On Business

How will it be assessed?

The course is 100% written exam based. The written exams will be externally assessed at the end of the course in June 2020. Both units of study are 90-minute written exam papers worth 80 marks each.

Who this course is aimed at?

This course is aimed at academic students who are interested in business and entrepreneurial skills. It aims to connect theory and practice 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. Students must enjoy learning the theory behind how businesses operate.

Future Prospects

The course is worth 1 GCSE and is accepted as a qualification for Post16 education. It will provide a gateway to many different subjects at A-Level and can give students a footing when thinking of potential career choices. Business is a particularly popular subject at Post 16. The course also focuses heavily on the financial aspect.

Possible careers associated with this subject

Management, Marketing, Human Resource Management, accounting or other finance based pathway.

NB – Students who choose this subject as an option cannot also choose OCR Cambridge National Certificate in Enterprise and Marketing

GCSE COMPUTER SCIENCE

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 AQA

The GCSE has 9 components of study

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Fundamentals of cyber security
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
- Aspects of software development
- Non-exam assessment

How will it be assessed?

Assessment will be through a range of methods at the end of the course:

- Computational thinking and problem solving covering subject content 1 – 4 and is assessed by a 1 hour 30-minute examination, worth 40% of the course
- Written assessment covering subject content 3 -7 and is assessed by a 1 hour 30-minute examination, worth 40%
- Non-exam assessment worth 20%, 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.

OCR CAMBRIDGE NATIONAL CERTIFICATE IN ICT

Aims of the course

This course will aim to assess the application of ICT skills through their practical use and provide learners with essential knowledge, transferable skills and tools to improve learning in other subjects with the aims of enhancing their employability when they leave education.

The Cambridge Nationals in ICT will equip learners with sound ICT skills for everyday use and provide opportunities to develop in context those desirable, transferable skills such as planning, research and analysis, working with others or communicating technical concepts effectively. The course will challenge all learners, including high attaining learners, by introducing them to demanding material including data handling, modelling and programming.

Programme of study

Examination Board: OCR

- Unit R001: Understanding computer systems
- Unit R002: Using ICT to create business solutions
- Unit R004: Handling data using databases
- Unit R005: Creating an interactive product using multimedia components

How will it be assessed?

- Unit R001: 1 hour 60 mark externally assessed examination worth 25%
- Unit R002: Centre Assessed and externally moderated Controlled Assessment worth 25%
- Unit R004: Centre Assessed and externally moderated Controlled Assessment worth 25%
- Unit R005: Centre Assessed and externally moderated Controlled Assessment worth 25%

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. The ICT skills gained would also equip pupils with the skills needed to undertake a Level 3 Cambridge Technical course in ICT.

Possible careers associated with this subject

Web and animation development, games design, network management, network security, ICT technician, administration, marketing.

GCSE FOOD PREPARATION & NUTRITION

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, they will be expected to practise and develop a range of high level skills. ***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.

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

Examination Board: AQA

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.

Non Exam Assessments

1. Food investigation – A 10-hour experimental investigation into the functional and chemical properties of ingredients. Students will carry out practical investigations into an exam board set task and write a 2000-word report explaining their findings (15% of the final GCSE grade)
2. Food preparation – A 25-hour project to investigate an exam board set task to display a wide range of food preparation skills over several dishes. The project culminates in a 3-hour practical exam where

students have to independently plan, prepare, cook and present 3 dishes (35% of the final GCSE grade)

Externally Assessed Exam

A 1hour 45minute exam paper at the end of the course tests theory knowledge based on the full programme of study. Section A of the exam is 20 multiple choice questions and section B consists of long answer questions which require analysis and literacy skills.

Possible careers associated with this subject

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.

GCSE GEOGRAPHY

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:

Examination Board: OCR

The GCSE has 3 units of study.

How will it be assessed?

Students are required to complete two compulsory pieces of fieldwork. There may be a small charge to parents for these external visits to cover transport costs.

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 21st 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

Tourism officer, Transport planner, Cartographer, Commercial/residential surveyor, Environmental consultant, Geographical information systems officer, Planning and development surveyor, logistics and distribution.

GCSE HISTORY

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 in today.

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

Programme of Study:

Examination Board: Edexcel

Coursework is no longer a feature of GCSE History, students will sit three exams at the end of their course.

Paper 1: 30% of your GCSE

Students will learn about Health and Medicine from 1250AD to the present day. Students will also study the First World War with additional focus placed on the injuries and treatment of soldiers.

Paper 2: 40% of your GCSE

Students study the American West and early Elizabethan England.

Paper 3: 30% of your GCSE

Students will study Weimar and Nazi Germany.

Coursework is no longer a feature of GCSE History and students will sit three exams at the end of their course.

Who 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 a well-respected course by colleges, employers and universities. History helps to develop many skills which employers value such as independent learning, literacy skills, debating, evaluation and analysis.

Possible careers associated with this subject

History is valuable to students seeking careers in local government, teaching, law, banking, finance and insurance.

GCSE PHYSICAL EDUCATION

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:

Examination Board: Edexcel

GCSE Edexcel Physical Education (Full course)	
Unit 1 Theory of Physical Education	60%
Unit 2 Performance in Physical Education	30%
Unit 3 Coursework	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.

NB – Students who choose this subject as an option cannot also choose Cambridge National Certificate in Sport Studies

GCSE RELIGIOUS STUDIES (PHILOSOPHY AND APPLIED ETHICS)

Aims of the course

For students who like:

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

Programme of Study:

Examination Board: Edexcel

- 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

Possible careers associated with the subject

Business / international business, marketing and management, social work, education, journalism / publishing, Law, Medicine, event planning, hospitality, museums and the arts or any job involving travel or working with people.

GCSE SPANISH

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 Post 16 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, translating, marketing and recruitment, exports and journalism.

GCSE DESIGN & TECHNOLOGY (TEXTILE DESIGN)

The emphasis of the course is on **designing** using investigative research to develop prototypes of high quality innovative and fashionable textile 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.

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 of fabrics both natural and man-made is expected
- The acquisition of a wide range of practical skills is expected

Programme of Study

Examination Board: AQA

The course has 3 key sections which will be tested

Section 1: Core Technical Principles of Design and Technology

- 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 based on Textiles Technology

- 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
- 50% of total marks
- There are three sections
- **Section A: Core technical principles of Design and Technology** (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 **(Questions will allow students to focus on their chosen material area of Textiles)**
- **Section C: Designing and making principles** (50 marks) - consists of questions that assess the designing and making principles that apply to design of products in all design fields

Non Examination Assessment

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

Possible careers associated with this subject

This course is aimed at students who intend entering a career in the textile design industry. This could include careers such as fashion design, costume design, interior design, textiles design, merchandiser and a trend forecaster.

NB – Students who choose this subject as an option cannot also choose GCSE Design & Technology (Product Design)

GCSE DESIGN & TECHNOLOGY (PRODUCT DESIGN)

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.

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

Examination Board: AQA

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
- 50% of total marks
- There are three sections

Section A: Core technical principles of Design and Technology (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 (Questions will allow students to focus on their chosen material area of Product Design/Resistant Materials)

Section C: Designing and making principles (50 marks)

- consists of questions that assess the designing and making principles that apply to design of products in all design fields

Non Examination Assessment

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

Possible careers associated with this subject

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.

NB – Students who choose this subject as an option cannot also choose GCSE Design & Technology (Textile Design)