# 14 –16 EDUCATION
# CURRICULUM PATHWAYS

## A GUIDE TO YOUR PATHWAY

2024 – 2026

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# 14-16 EDUCATION – CURRICULUM PATHWAYS

## *INTRODUCTION*

### *Pathways*

At Landau Forte Academy Amington our curriculum pathways are uniquely designed for each students in order to offer both choice and success. Each student will be offered a combination of GCSEs which is designed to support their transition into Post-16 education and beyond, or employment with training.

### *Choices*

Each student will have a core curriculum of subjects they must take, as well as a series of options subjects they will choose. This is outlined as follows:

| **Core Curriculum** | | |
|---|---|---|
| English Language | Separate Sciences (Triple Science) | Core PE |
| English Literature | Mathematics | Moral Studies |
| **Option Choices** | | |
| • You will be expected to take two further GCSE subjects.<br>• You will be expected to take one vocational subject. | | |

### *Order of preference*

While we make every effort to ensure that students study the course they opt for, we are constrained by timetable construction, staffing and group sizes. With is in mind we ask that you list subjects in order of preference.

## *KEY QUESTIONS*

### *What are GCSEs?*

GCSE stands for General Certificate of Secondary Education. GCSEs are at levels 1 and 2 on the National Qualifications Framework, depending on the grade you get.

| NQF level | Examples of qualifications | What they give you |
|---|---|---|
| Level 1 | • GCSEs grades 1-3 (D-G)<br>• BTEC Level 1<br>• EDUQAS Vocational Award Level 1 | • Basic knowledge and skills<br>• Ability to apply learning with guidance or supervision<br>• May be linked to job competence |
| Level 2 | • GCSEs grades 4-9 (A*-C)<br>• BTEC Level 2<br>• EDUQAS Vocational Award Level 2 | • Good knowledge and understanding of a subject<br>• Ability to perform variety of tasks with some guidance or supervision<br>• Appropriate for many job roles |

### *What are BTEC and EDUQAS Vocational Awards?*

BTEC and EDUQAS Vocational Awards are particular types of vocational qualifications. These courses have been designed in collaboration with industry, so they can equip students with the skills and knowledge that employers are looking for. These qualifications offer a mix of theory and practice.

## *What is The English Baccalaureate?*

This was introduced by the Government in 2011, as a standard that some students can aim for in their KS4 studies. To achieve the English Baccalaureate, students must complete and obtain a Grade 4 or higher in the following subjects: Mathematics, English Language, two Sciences, a Language (e.g. Spanish) and either Geography or History.

Students will be awarded a number from 9 to 1 (9 being the highest), rather than a letter grade. A Level 4 will be equivalent to a current grade C or a 'standard pass'. A Level 5 is considered a 'good pass'. In order to obtain the English Baccalaureate, students will therefore need at least 4s in the subjects listed above. We will tailor this pathway to particular students, if we feel that this route is appropriate to them and their future aspirations.

# 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**
**Qualification Number: 601/4292/3**
**Curriculum Lead Email (for course queries): ABUTTERY@lfata.org.uk**

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.

**Student will sit 2 papers for English Language:**

**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.**

**Students are also required to undertake a Spoken Language Assessment where they are asked to deliver a formal presentation about a topic of their choice. This is required by the exam boards to be graded, recorded and a sample sent to AQA. All students are required to partake.**

### *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.

Please note the Spoken Language Assessment (Component 3) is assessed by the observing staff member and awarded Pass, Merit and Distinction, then verified by the exam board.

### *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 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.

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

## ENGLISH LITERATURE

**Examination Board: AQA**
**Qualification Number: 601/4447/6**
**Curriculum Lead Email (for course queries): ABUTTERY@lfata.org.uk**

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 vo****cabulary, 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.

Our set texts for English Literature are:

- 'An Inspector Calls' by JB Priestley
- 'A Christmas Carol' by Charles Dickens
- The 'Power and Conflict' poems from the AQA Anthology
- 'Macbeth' by William Shakespeare

Students should, where possible, bring their own copies of texts to lessons to make personal annotations and to aid revision – they will be provided with an AQA Anthology for this purpose.

**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 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.
The study of English also nurtures a range of transferable skills, which aid your studies of other subjects.

# THE CORE CURRICULUM - MATHEMATICS

**Examination Board: Edexcel**
**Qualification Number: 601/4700/3**
**Curriculum Lead Email (for course queries): RBREEZE @lfata.org.uk**

## *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:*

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.

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 | Written examination: 1 hour 30 minutes | Written examination: 1 hour 30 minutes |
| 80 marks | 80 marks | 80 marks |
| Calculator not allowed | Calculator allowed | Calculator allowed |
| 33⅓% of the GCSE Mathematics assessment | 33⅓% of the GCSE Mathematics assessment | 33⅓% of the GCSE Mathematics assessment |
| ***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.*** | | |

Note: Students will need to purchase a scientific calculator for the course, the current model of calculator we will be using in school is the Casio FX-85GTCW.

## *Possible careers associated with this subject:*

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

# GCSE TRIPLE SCIENCE

**Examination Board: AQA**
**Qualification Number: 601/8752/9, 601/8757/8, 601/8751/7**
**Curriculum Lead Email (for course queries): JHARDING@lfata.org.uk**

## *Aim of the course:*

This is a two year course that converts the combined science into Triple Science. Students will have a programme of study that will enable them to access three full GCSEs in Biology, Chemistry and Physics.

## *Programme of Study:*

Students will study all three sciences in sessions and will take up to 6 examinations covering Biology, Chemistry and Physics. Students will also cover 8 core practical science experiments.

| GCSE Biology | GCSE Chemistry | GCSE Physics |
|---|---|---|
| Biology<br>Paper 1 - 1 hour 45 min paper<br>Cell biology<br>Organisation<br>Infection and response<br>Bioenergetics | Chemistry<br>Paper 1 - 1 hour 45 min paper<br>Atomic structure and the periodic table<br>Bonding, structure, and the properties of matter<br>Quantitative chemistry<br>Chemical changes<br>Energy changes | Physics<br>Paper 1 - 1 hour 45 min paper<br>Energy<br>Electricity<br>Particle model of matter<br>Atomic structure |
| Biology<br>Paper 2 1 hour 45 min paper<br>Homeostasis and response<br>Inheritance, variation and evolution<br>Ecology | Chemistry<br>Paper 2 1 hour 45 min paper<br>The rate and extent of chemical change<br>Organic chemistry<br>Chemical analysis<br>Chemistry of the atmosphere<br>Using resources | Physics<br>Paper 2 1 hour 45 min paper<br>Forces<br>Waves<br>Magnetism and electromagnetism<br>Space Physics |

## *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. There is no longer a course work element in GCSE Science

## *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 to your child's core curriculum of English language and Literature, Mathematics, Triple Science, Moral Studies and Core PE, your child has the chance to study further option subjects in a range of appropriate qualifications.

**Option Pot 1 – GCSE OPTIONS**

Students with Parent/Carers are to indicate, in order of preference, the following subjects.
Please place the numbers 1 to 7 in the order of preference column, using 1 as the subject you would most like to study all the way to using 7 as being the subject you would least like to study.

We will use this information to select two subjects to study using the order of preference as guidance. **Please note students are not able to study both Geography and History**, however you can still preference them next to each other.

| Subject | Order of preference |
|---|---|
| GCSE Art and Design | |
| GCSE Business Studies | |
| GCSE Design & Technology – Product Design | |
| GCSE Drama | |
| GCSE Geography | |
| GCSE History | |
| GCSE Religious Studies (Philosophy and Applied Ethics) | |

**Option Pot 2 – VOCATIONAL OPTION**

Students with Parent/Carers are to indicate, in order of preference, the following subjects.
Please place the numbers 1 to 7 in the order of preference column, using 1 as the subject you would most like to study all the way to using 7 as being the subject you would least like to study.

We will use this information to select one subject to study using the order of preference as guidance.

| Subject | Order of preference |
|---|---|
| BTEC Level 1/2 Tech Award in Construction and the Built Environment | |
| EDUQAS Level 1/2 Vocational Award in Health and Social Care | |
| EDUQAS Level 1/2 Vocational Award in Hospitality and Catering | |
| BTEC Level 1/2 Tech Award in Music Practice | |
| BTEC Level 1/2 Tech Award in Performing Arts: Dance | |
| BTEC Level 1/2 Tech Award in Travel and Tourism | |
| EDUQAS Level 1/2 Vocational Award in Sport and Coaching Principles | |

**Please indicate with a tick if you would be interest in an IT course if we were able to offer it** ☐

# GCSE ART & DESIGN

**Examination Board: AQA**
**Qualification Number: 601/8088/2**
**Curriculum Lead Email (for course queries): GMCCARTHY@lfata.org.uk**

## *Aim 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: Food, Natural Forms, Sea Life, The Urban Environment, Social Media, Music and Films, The News, Social Media, Identity, 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 influenced by the work of artists.

## *Programme of Study:*

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

**Project 1: September 2024– May 2025** **Project 2: May 2025 – January 2026**

Students will submit 2 projects of work within their coursework portfolio and 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 influenced by artists and crafts people.

Within the programme of study, students are exposed to art exhibitions and opportunities of 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 2026 – May 2026**

**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 however, written annotations are required throughout the project to demonstrate understanding and through processes.

## *Who is this course aimed at?*

- Students who have a ‘real ’passion for art and creative media and are willing to work hard.
- Interested in careers in graphic design, illustration, teaching, set design, computer gaming, the fashion industry and other creative industries.
- Who favors 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.

# GCSE BUSINESS STUDIES

**Examination Board: OCR**
**Qualification number: 603/0295/1**
**Curriculum Lead Email (for course queries): ZSHAH@lfata.org.uk**

### *Aim 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 students 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:*

The GCSE has 2 exams:

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

### *How will it be assessed?*

The course is 100% written examination. The written exams will be externally assessed at the end of the course. 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 students 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.

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

The course is worth 1 GCSE and is accepted as a qualification for Post 16 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. It could lead to careers in Business Management, Marketing, Operations and Logistics, Human Resource Management, Accounting or other finance based pathway.

# GCSE DESIGN & TECHNOLOGY (PRODUCT DESIGN)

**Examination Board: AQA**
**Qualification Number: 603/0984/2**
**Curriculum Lead Email (for course queries): DBELL@lfata.org.uk**

### *Aim of the course:*

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. A portfolio of evidence is maintained by each student to demonstrate their design work, analytical skills, evaluations and processes.

- 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

<u>Section 1: Core Technical Principles</u>

- 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)

## *Who is this course aimed at?*

The course is aimed at those students who have a passion for design and want to develop a wide range of design skills, which can be applied to manufacturing products using a range of materials and techniques.

## *Possible careers associated with this subject:*

A qualification in GCSE Design & Technology (Product Design) can lead to careers in

- Industrial design
- Automotive design
- Architecture
- Animation
- Product Design
- CAD Technician
- Furniture design
- Product management
- Production design (theatre/television/film)
- Interior design

# GCSE DRAMA

**Examination Board: AQA**
**Qualification Number: 601/8575/2**
**Curriculum Lead Email (for course queries): CWRIGHT1@lfata.org.uk**

## *Aims of the course:*

GCSE Drama is an exciting course for anyone interested in theatre and performing. This course offers the essential skills of understanding drama, devising and 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*:

**Component 1 - Understanding Drama (40%) *Written Component***

Students are to study text and performance. For Section A, students complete multiple choice questions on the characteristics of performance text and dramatic work. Students are to 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 C, students will be required to analyse and evaluate a live theatre performance they have seen using accurate subject-specific terminology.

**Component 2 – Devising Drama (40%) *Written Component***

Students take part in a showcase, demonstrating chosen skills in a live performance. Students will create and perform a piece of devised drama. Students will be required to produce an accompanying document which evaluates their intentions for and approach to the performance showcase.

**Component 3 – Texts in Practice (20%) *Performance Based***

Students take part in a showcase, demonstrating chosen skills in a live performance. Students will perform two extracts from one play. Students will perform a play that contrasts with the set play chosen for Component 1.

### *How will it be assessed?*

The course is assessed through a portfolio (Component 2 ), practical (Component 2+3) and examination (Component 1). 60% of the course assesses the written component and 40% of assessment is performance based.

# GCSE GEOGRAPHY

**Examination Board: OCR**
**Qualification Number: 601/8224/6**
**Curriculum Lead Email (for course queries): CFOX@lfata.org.uk**

### *Aim of the course:*

The GCSE Geography 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:*

The GCSE has 3 units of study.

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

### *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.

### *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.

## *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

**Examination Board: Edexcel**
**Qualification Number: 601/8092/4**
**Curriculum Lead Email (for course queries): EFAULKNER@lfata.org.uk**

## *Aim of the course:*

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.
Some people consider the idea that "***Those who do not learn from the past are doomed to repeat it***" an important reason for studying History- that we can learn lessons and make progress from things that have happened in the past.

History encourages you to explain your ideas and provide evidence for saying what you do. If you've ever asked "***How do we know this happened***?" then you already understand the importance of finding and giving evidence. This ties in with subjects such as English and will help develop your explanation and literacy skills in general.

## *Programme of Study:*

Students will sit three exams at the end of their course.

**Paper 1: 30%**

Medicine through Time 1250c-present' is the study is the story of how, from 1250 to the present day, improvements in science and its place in British society led to changes in healthcare.

**Paper 2: 20%**

The 'Superpower relations' study is the story of changing tensions between the USA and the Soviet Union that were created by ideological and military confrontation and played out during the Cold War.

**Paper 2: 20%**

The ' Anglo-Saxon and Norman Britain' study is the story of how the death of the weak king, Edward the Confessor, led to the foreigner William conquering Britain by defeating Harold at Hastings and it is the story of the methods he used to establish Norman control.

**Paper 3: 30%**

The 'Nazi Germany' study is the story of how, between the First World War and the Second World War, a democratic Germany became a one-party dictatorship led by Adolph Hitler.

## *Who is this course 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:*

- Journalism
- Legal Professions
- Teaching
- Business
- Academia (further study in Economics, Politics etc.)
- Marketing
- Government
- Public Services: e.g. Police
- Law or Medicine

# GCSE RELIGIOUS STUDIES (PHILOSOPHY AND APPLIED ETHICS)

**Examination Board: AQA**
**Qualification Number: 60184000**
**Curriculum Lead Email (for course queries): DHELLYER1@lfata.org.uk**

### *Aim of the course:*

**Are you looking for an exciting and thought-provoking subject to explore in your GCSEs? Look no further than GCSE Religious Studies (Philosophy and Applied Ethics) offered by AQA. Here's why you should consider choosing this captivating course:**

- **Unlocking the World's Most Pressing Questions**: In this course, you'll dive deep into some of the most profound questions that humanity has grappled with for centuries. When does life truly begin? Is there ever a moral justification for actions like abortion or euthanasia? These are just a glimpse of the intriguing topics you'll explore.

- **Broaden Your Horizons:** Religious Studies isn't just about one perspective. You'll get to see the world through the lens of different religions and diverse non-religious viewpoints. It's an opportunity to gain a richer understanding of our global society.

- **Empower Your Critical Thinking**: Do you enjoy debating and considering multiple sides of an issue? Religious Studies will sharpen your skills in discussing, arguing, and evaluating different viewpoints. You'll learn to think critically, which is an invaluable skill for life.

- **Stay Informed and Engaged:** This subject is all about real-world issues. You'll delve into topics that are constantly in the news and have a significant impact on our lives. It's a chance to stay informed, and your insights will make you a more informed and active member of society.

### *Programme of Study:*

**There are two papers you'll study for:**

**Paper 1 - Study of Religions:**

- **Christianity - Beliefs and Practices:** You'll explore the core beliefs of Christianity, such as the nature of God and the teachings of Jesus, and learn how Christians practice their faith through worship and rituals.
- **Islam - Beliefs and Practices:** This unit delves into the fundamental beliefs of Islam, including the Oneness of God (Tawhid) and the role of Prophethood, and examines how Muslims practice their religion through acts like prayer and fasting.

**Paper 2 - Applied Ethical Themes:**

- **Relationships and Families:** In this part, you'll discuss topics like love, marriage, and family dynamics, exploring how different religious and ethical perspectives shape our understanding of these relationships.

- **Religion; Peace and Conflict:** This unit examines the role of religion in promoting peace and sometimes leading to conflicts, helping you understand the complex interplay between faith and world events.
- **Religion and Life (including Medical Ethics):** Here, you'll dive into intriguing topics like Medical Ethics, where you'll tackle questions related to healthcare, life, and death, while also exploring broader questions about the purpose and value of life.
- **Religion, Crime, and Punishment:** In this unit, you'll explore ethical questions surrounding crime and punishment, including the aims of punishment and ethical considerations related to topics like the death penalty and forgiveness.

These exams will help you understand different cultures, beliefs, and how they influence the world around us. It's a chance to explore some big questions and make sense of the world we live in.

## *How will it be assessed?*

The course is assessed through two examinations at the end of Year 11, each lasting 1 hour and 45 minutes.

## *Who is this course aimed at?*

If you're ready to embark on a journey of discovery, critical thinking, and personal growth while exploring the fundamental questions that shape our world, consider GCSE Religious Studies. It's not just a subject; it's a doorway to a world of knowledge, understanding, and endless possibilities. Choose Religious Studies, and let your curiosity lead the way!

## *Possible careers associated with this subject:*

Whether you dream of becoming a globetrotting explorer, a compassionate social worker, a creative event planner, a legal eagle, or even a life-saving medical professional, Religious Studies can pave the way for various fulfilling career paths. Here are just a few of our ideas:

**Social work:** Empathy and cultural sensitivity fostered by Religious Studies are crucial in providing compassionate social services. **International Relations**: Understanding diverse beliefs aids in diplomacy and global cooperation, vital in today's interconnected world. **Counselling and Psychology:** Knowledge of values enhances therapy, supporting individuals from various backgrounds effectively. **Education:** Promotes inclusive teaching methods and cultural understanding, preparing educators for diverse classrooms. **Medicine:** Cultural competence and ethical awareness ensure sensitive and ethical healthcare delivery. **Law:** Informs legal decisions with ethical considerations, contributing to a just legal system. **Journalism:** Enables balanced and nuanced reporting on global events and diverse perspectives. **Non-profit Work:** Understanding ethics guides missions and activities of charitable organizations, promoting social change. **Environmental Conservation**: Ethical principles from Religious Studies inform sustainable practices and stewardship. **Hospitality and Event Planning**: Awareness of religious customs ensures inclusive and respectful event management for diverse clientele.

# BTEC TECH AWARD LEVEL 1/2: CONSTRUCTION AND THE BUILT ENVIRONMENT

**Examination Board: Pearson**
**Qualification Number: 603/7051/8**
**Curriculum Lead Email (for course queries): DBELL@lfata.org.uk**

## *Aim of the course:*

The aim of this course is for learners to acquire knowledge and skills through vocational contexts by studying practical skills used in construction, the principles of technology in construction used to create a better environment in the world and interpreting the landscape, briefs and other aspects that impact on design and creation of construction.
The qualification enables students to develop skills such as using tools and materials safely, interpreting and understanding the infrastructure for safe and efficient work and specialist design techniques to enhance communication of design.

## *Programme of Study:*

This course gives learners the opportunity to develop sector specific knowledge and skills.

Learners will cover 3 units over the 2 years of study.

**Unit 1 – Construction Technology**

This unit is assessed through an external exam of 1.5 hours and accounts for 40% of the final grade.

The unit covers:

- Knowledge and understanding of work of the construction industry and the different technology used in low-rise construction projects
- Making connections between different construction technologies to ensure appropriateness of low-rise construction projects in different scenarios

**Unit 2 – Construction in practice**

This unit is internally assessed and accounts for 30% of the final grade. The majority of this unit will be practical based activities in carpentry and joinery

The unit covers:

- Understanding hazard and risk for safe production of a practical construction outcome
- Producing practical construction outcomes

**Unit 3 – Construction and design**

This unit is internally assessed and accounts for 30% of the final grade.

The unit covers:

- Satisfying the needs of a client and the constraints on design when designing a low-rise building
- Graphically communicating the design of low-rise buildings through sketching and detailed

## *Who is this course aimed at?*

- Students who want to develop their skills in design and making in a workshop environment.
- Students interested in careers in construction, planning and design.

- Those who favour an element of practical based work and enjoy the challenge of producing precise well-constructed products
- Those who respond well to predominantly coursework based learning

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

Construction, planning, architecture and other practical based service industries.

# EDUQAS LEVEL 1/2 VOCATIONAL AWARD IN HEALTH AND SOCIAL CARE

**Examination Board: EDUQAS**
**Qualification Number: 603/7023/3**
**Curriculum Lead Email (for course queries): SHALLIFAX@lfata.org.uk**

### *Aim 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 Level 3, such as a BTEC National in Health and Social Care or an appropriate NVQ. This certificate is equivalent of 1 GCSE.

### *Programme of Study:*

The qualification is made up of 2 units.

**Unit 1: Health, well-being and development through the lifespan.**

Learn about the different ways that individuals grow and develop during their life stages, including the different factors that can affect growth and development.

Externally assessed unit. Written examination which is worth 40% of the qualification.

**Unit 2: Outcome-focused and person-centred practice in health and social care.**

Learn about the value of person-centred practice, through application of how provision and practitioners' roles meet the needs of individuals. You will also learn about the legislation and standards which need to be met. Develop an understanding of issues around safeguarding and types of abuse.

Two assignments: a case study, and a scenario. Internally assessed unit through controlled assessment, which is worth 60% of the qualification.

### *How will it be assessed?*

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

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

Following completion of the Level 1/2, Vocational Award 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 Level 3, BTEC National in Health and Social 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.

# EDUQAS LEVEL 1/2 VOCATIONAL AWARD IN HOSPITALITY AND CATERING

**Examination Board: EDUQAS**
**Qualification Number: 603/7022/1**
**Curriculum Lead Email (for course queries): DBELL@lfata.org.uk**

## *Aim of the course:*

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

## *Programme of Study:*

Practical sessions will include:

- Demonstrating a wide range of food preparation skills to prepare and cook dishes from raw ingredients
- Experimenting with different preparation and cooking techniques. From developing excellent knife skills, to understand how different cooking methods effect to taste, smell and appearance of food products.

Gained Skills

- To select and use equipment and processes to produce quality products;
- To use equipment and ingredients safely.
- To work accurately and efficiently in terms of time, use of ingredients and presentation.
- To cook 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 to improve the product.
- Working as part of a team when developing and cooking a product.

## *How will it be assessed?*

Externally Assessed Exam

**Unit 1**

You will be assessed through an exam, which is worth 40% of your qualification

Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry. Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

Non Exam Assessments

**Unit 2**

You will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours

You will be Learn about the importance of nutrition and how cooking methods can affect nutritional value. Learn how to plan nutritious menus as well as factors, which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively. You will completed a 3-hour practical exam, where you will be expected to produce a 2-course meal.

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

The course is aimed at those students who want to develop a wide range of life skills which will allow them to plan, prepare and cook food which is healthy, nutritious and creative. It is also aimed at any students who are aiming for a career in any of the food service industries.

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

A qualification in EDUQAS Hospitality and Catering can lead to careers in

- All areas of catering from Chefs in high end dining establishments to service in high street Cafes and Restaurants.
- Catering for functions (Weddings, parties, etc.)
- Food science
- Nutritional therapy
- Dietician working with sports scientists
- Production manager in industrial food production
- Food critic
- Purchaser for supermarkets
- Chef de partie
- Commis chef
- Concierge
- Executive chef
- Front of house manager
- Head waiter
- Housekeeper
- Maître d'hôte
- Pastry chef
- Receptionist
- Sous chef

# BTEC LEVEL 1/2 TECH AWARD IN MUSIC PRACTICE

**Examination Board: Pearson**
**Qualification Number: 603/7055/5**
**Curriculum Lead Email (for course queries): AMOGELMOSE@lfata.org.uk**

### *Aim of the course:*

This course is an excellent training ground for young musicians, providing them with an introduction to life and work in the music industry. This course is different from studying GCSEs, as, by taking part in different types of practical vocational activities, it gives you the opportunity to apply your knowledge, skills and the techniques you learn in practical ways. The examination of each component is spread over the two years with the first examination taking place halfway through Year 10.

Students are expected to be fully involved in Performing Arts enrichment activities and visits.

## *Programme of Study:*

The course comprises of three components. All components are mandatory with optionality built-in within the content of each set assignment.

**Component 1 – Exploring Music Products and Styles (30% - internally assessed)**
Students will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles and genres.

**Component 2 – Music Skills Development (30% - internally assessed)**
Students will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

**Component 3 – Responding to a Music Brief (40% - externally marked)**
For this project, students will develop and present a cover version of a piece of music either as a performer or as a produce. They will select from a brief containing 4 styles and 10 pieces of music.

## *How will it be assessed?*

The course is assessed through both practical experiences/performances and written coursework. For each component, students will complete projects based on assignments, PSA, set by the exam board.

## *Who is this course aimed at?*

- Students with an interest in music and in working on assignments based on real events
- Students wanting to:
    - Develop employability skills. as part of their studies or in the work place.
    - Develops knowledge and technical skills in a practical learning environment and responding creatively to a commercial brief.
    - Develop key skills, ranging from rehearsing to experimenting with technology, equipment and instruments.
- 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.
- Willing to put in additional hours to achieve and develop their full potential in Music

***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.

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

**Examination Board: Pearson**
**Qualification Number: 603/7054/3**
**Curriculum Lead Email (for course queries): AMOGELMOSE@lfata.org.uk**

## *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 and choreography development. 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.

**Component 1 – Exploring the Performing Arts.**
Students will develop their knowledge of three professional pieces, in three different styles. They will have to understand the choreographer's creative process and dancers' process in each professional repertoire. Learners will gain practical experiences in all three pieces. This unit is purely assessed on coursework/essays.

**Component 2 – Developing Skills and Techniques in Dance.**
Students will learn contemporary dance, this will include technique classes, workshops and repertoire. Students will need to research the key features of this style and log their progress in an ongoing logbook. This is assessed on their rehearsals, final performance and logbook.

**Component 3 – Externally Set and assessed.**
This is an external stimulus where students will work in groups to create a workshop performance. Students will have to ensure their work meets the demands of the brief, target audience, genre and teamwork.

## *How will it be assessed?*

The course is assessed through both practical experiences/performances and written coursework.

## *Who is this course aimed at?*

**Students**

- Achieving above a foundation skill level.
- Who have a genuine passion for dance; performing on their own, in groups and creating their own and group 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 TECH AWARD LEVEL 1/2: TRAVEL AND TOURISM.

**Examination Board: Pearson**
**Qualification Number: 603/3038/7**
**Curriculum Lead Email (for course queries): JWOOD@lfata.org.uk**

## *Aim of the course:*

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. Learners will develop:

- knowledge that underpins the effective use of skills, processes and attitudes in the sector such as the appeal of different tourist destinations to different types of customer, and the factors that influence travel and tourism.

- skills such as researching different travel and tourism organisations, the features of tourist destinations, and the products and services available to meet the needs of different customers.

- Attitudes that are considered very important in the travel and tourism sector, including how to develop tourism while respecting the environment and local communities.

## *Programme of Study:*

This course gives learners the opportunity to develop sector specific knowledge and skills.

Learners will cover 3 units over the 2 years of study.

**Unit 1 – Travel and Tourism organisations and Destinations**

Learners will complete a written piece of controlled coursework which looks at the following:

- Investigate travel and tourism organisations.
- Their aims and how they work together.
- They will explore types of travel and tourism and the features that make destinations appealing to visitors.
- This piece of work is worth 30% of the overall course grade.
- This assessment will be completed in Y10.

**Unit 2 – Influences on Global Travel and Tourism**

Learners will produce a written piece of coursework looking at the following:

- Knowledge and understanding of travel and tourism customer trends.
- Customer needs and requirements.
- Draw on their understanding of travel and tourism organisations, features of destinations, types of visitors, travel, holiday and accommodation.
- This piece of work is worth 30% of the overall course grade.
- This assessment will be completed in Y11.

**Unit 3 – Customer needs in travel and Tourism**

Learners will produce a written piece of coursework looking at the following:

- Knowledge and understanding of travel and tourism customer trends.
- Customer needs and requirements.
- Draw on their understanding of travel and tourism organisations, features of destinations, types of visitors, travel, holiday and accommodation.
- The external assessment will be set and marked by Pearson and completed under supervised conditions.

- It will be completed in two hours within the period timetabled by Pearson.
- Factors influencing travel and tourism and how organisations respond to these factors.
- It is worth 70 marks and is worth 40% of the overall course grade.

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

- Students who want to develop their knowledge of the travel and tourism industry.
- Students interested in careers travel, tourism and hospitality.
- Those who respond well to predominantly coursework based learning.

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

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Travel and Tourism, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the tourism sector

# EDUQAS LEVEL 1/2 VOCATIONAL AWARD IN SPORT AND COACHING PRINCIPLES

**Examination Board: EDUQAS**
**Qualification Number: 603/7017/8**
**Curriculum Lead Email (for course queries): AMURRAY@lfata.org.uk**

### *Aim 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.

The Vocational Award in Sport and Coaching Principles will develop students' knowledge and understanding of the Sport and Coaching sector and provide them with opportunities to develop associated practical skills. It covers fitness for sport, improving sporting performance and, coaching principles.

The advantages of this course are:

- It is vocational.
- The whole process is based around the learner
- 60% coursework and 40% examination
- On completion it is worth 1 GCSE grade
- A Level 2 Pass = 4, Merit = 5.5, Distinction = 7

## *Programme of Study:*

Students will complete three units of work:

- Unit 1 (40%): Fitness for Sport (Written examination – 1hr 20min)
- Unit 2 (25%): Improving Sport Performance (Internal Controlled Assessment – approximately 4hrs)
- Unit 3 (35%): Coaching Principles (Internal Controlled Assessment – approximately 6hrs)

## *How will it be assessed?*

Students will be assessed using a variety of methods including, demonstrating their role as a leader, oral presentations and written assignments. Students are encouraged to take responsibility for their own learning.

## *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.