



**YEAR 9**

# OPTIONS BOOKLET



**NORTH DURHAM  
ACADEMY**



Option Block A	Option Block B	Option Block C	Reserve Option
Geography	Art	Art	Art
History	Computer Science	Dance	Dance
Spanish	Dance	Design and Technology	Design and Technology
	Design and Technology	Digital IT	Digital IT
	Digital IT	Engineering	Drama
	Drama	Enterprise	Engineering
	Engineering	Food and Nutrition	Enterprise
	Enterprise	Geography	Food and Nutrition
	Food and Nutrition	Health and Social Care	Geography
	Geography	History	Health and Social Care
	History	Photography	History
	Music	Spanish	Music
	Spanish	Sport	Photography
	Sport	Travel and Tourism	Spanish
			Sport
			Travel and Tourism

**Do:**

- consider studying a broad range of subjects;
- consider studying subjects that you genuinely enjoy;
- consider studying subjects that you know you have done well in;
- if you already have a clear idea about your next steps after leaving school take this in to consideration too;
- ask lots of questions.

**Don't:**

- pick subjects just because your friends are picking them;
- pick subject because of the teacher;
- pick a subject because you think it will be easy.



# SUBJECTS



# GCSE ENGLISH LITERATURE & LANGUAGE

## WHAT IS IT ALL ABOUT?

English in Key Stage 4 comprises of a mixture English Literature and English Language, at the end of the course, students will achieve two separate GCSE grades. The course gives students an opportunity to demonstrate and build upon the knowledge gained in Key Stage 3. They will be required to analyse poetry, prose and demonstrate their writing ability, matching subject, audience, purpose and form.

It provides students with the opportunity to develop many skills which are essential not only for Higher Education but for all types of employment. English is an exciting subject which provides many opportunities for students to develop functional skills in reading, writing, speaking and listening.

## COURSE OUTLINE

By the end of Key Stage 4, you will have studied:

- *A Christmas Carol* by Charles Dickens
- 'Power and Conflict' poetry cluster
- Unseen Poetry
- Language Paper 1: a range of fiction texts exploring the writer's craft
- Language Paper 2: a range of 20th & 21st Century Non-fiction texts
- Shakespeare's *Macbeth*
- *An Inspector Calls* by J.B Priestley
- Transactional and Viewpoint Writing
- Descriptive and Narrative Writing

Like any other GCSE, a good pass in this subject will allow you to study most courses in Higher Education. However, if you are particularly interested in English at a higher level than GCSE in the future, this subject is a MUST for you. If you do not wish to follow an academic path after completing your GCSEs, English can still be extremely useful as a functional skill. Good written and spoken Standard English is a requirement from all employers; a good English GCSE will inform an educational institution or employer that you are a suitable and desirable candidate.

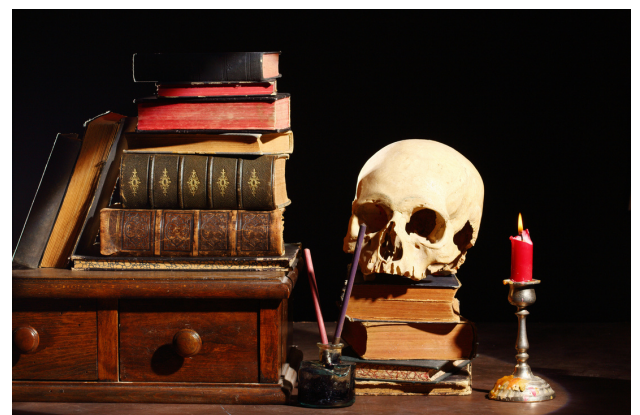
English can be particularly useful in the following fields of work:

- Police
- Nursing
- Childcare
- Social Work
- Journalism
- Civil Service
- Sports Coaching
- Education
- Law

## CONTACT

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# EXAMINATION

Students complete four exams at the end of the course in Year 11, two for English Language and two for English Literature.

## English Language –Paper 1: Explorations in Creative Reading and Writing (50% of GCSE)

- **Section A**–Reading: questions on an unseen modern fiction extract.
- **Section B**–Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.

## English Language –Paper 2: Writer’s Viewpoints and Perspectives in Non-Fiction (50% of GCSE)

- **Section A**–Reading: questions on two thematically linked, unseen non-fiction extracts
- **Section B**–Writing to Convey a Viewpoint. The task is linked by a theme to the reading extracts.

## English Literature –Paper 1: Shakespeare & the 19th Century novel (40% of GCSE)

- **Section A**–Shakespeare: EXTRACT given with ONE question exploring how Shakespeare has presented a character, theme or idea in the extract and elsewhere in the play
- **Section B**–19th Century novel: EXTRACT given with ONE question exploring how Dickens has presented a character, theme or idea in the extract and elsewhere in the novel.

## English Literature –Paper 2: Modern Drama and Poetry (60% of GCSE)

- **Section A**–students will answer one essay question from a choice of two on their studied modern drama text, An Inspector Calls.
- **Section B**–Part 1: ONE question comparing a named poem from the AQA Anthology Power and Conflict Cluster to another poem from that collection. The named poem will be shown in the question paper. Part 2: TWO questions on Unseen Poetry. First question analysing an unseen contemporary poem. Second Question comparing two unseen contemporary poems.

**Spoken Language Endorsement:** students must undertake a prepared spoken presentation on a specific topic. This will be assessed as a Pass, Merit or Distinction.



## HELPFUL RESOURCES

English Grammar for Dummies -Ward and Woods

- [www.yorknotes.com](http://www.yorknotes.com)
- [www.sparknotes.co.uk](http://www.sparknotes.co.uk)
- [www.bcbitesize.co.uk](http://www.bcbitesize.co.uk)

# GCSE MATHEMATICS

## WHAT IS IT ALL ABOUT?

Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. It equips students with the necessary numeracy and problem solving skills to continue onto further education or employment.

## CONTACT

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## COURSE OUTLINE

There are 6 strands within Maths that are covered over the GCSE course:

### 1. Number

- Percentages
- Fractions
- Calculating and estimating
- Factors, multiples and primes

### 2. Algebra

- Expressions, equations and identities
- Representing and solving inequalities
- Properties of quadratics
- Coordinate geometry
- Sequences

### 3. Ratio, proportion and rates of change

- Compound measures
- Converting units
- Graphical representations
- Ratio problems

### 4. Geometry and measures

- Scales and constructions
- Transformations
- Angles
- Area, perimeter and volume
- Pythagoras and trigonometry

### 5. Probability

- Venn diagrams
- Probability scales
- Probability trees
- Sample space diagrams

### 6. Statistics

- Representing data
- Interpreting data



Within these strands students will develop their fluency, reasoning and problem solving skills to reflect the three different assessment objectives within the Maths GCSE examinations.



# EXAMINATION

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier. All question papers must be taken in the same series.

Paper 1: non-calculator	+	Paper 2: calculator	+	Paper 3: calculator
<p><b>What's assessed</b></p> <p>Content from any part of the specification may be assessed</p>		<p><b>What's assessed</b></p> <p>Content from any part of the specification may be assessed</p>		<p><b>What's assessed</b></p> <p>Content from any part of the specification may be assessed</p>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>written exam: 1 hour 30 minutes</li> <li>80 marks</li> <li>non-calculator</li> <li>33⅓% of the GCSE Mathematics assessment</li> </ul>		<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>written exam: 1 hour 30 minutes</li> <li>80 marks</li> <li>calculator allowed</li> <li>33⅓% of the GCSE Mathematics assessment</li> </ul>		<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>written exam: 1 hour 30 minutes</li> <li>80 marks</li> <li>calculator allowed</li> <li>33⅓% of the GCSE Mathematics assessment</li> </ul>
<p><b>Questions</b></p> <p>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.</p>		<p><b>Questions</b></p> <p>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.</p>		<p><b>Questions</b></p> <p>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.</p>

Topic Area	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability and statistics (combined)	15	15



# GCSE COMBINED SCIENCE

## WHY STUDY?

Students will study Science for five hours a week. This option meets the needs of learners who wish to develop their scientific understanding of the three traditional science disciplines. The course focuses on scientific knowledge allowing for progression to science courses at post 16.

## COURSE OUTLINE

### Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

### Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

### Physics

- Energy
- Electricity
- Particle model of matter
- Atomic Structure
- Forces
- Waves
- Magnetism and electromagnetism

## CONTACT

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## ASSESSMENT

Examination for this qualification will take place at the end of Year 11. Students will sit six papers; two Biology, two Chemistry and two Physics. Each paper is worth 70 marks and will last one hour 15 minutes. There will be a variety of question types on each paper ranging from multiple choice to open response. The overall score from all six papers is used to award two GCSE grades in Science.

## PROGRESSION

Students can study Sciences at A level providing that they have obtained the entry requirements for these courses.

There are many careers that require science:-

Agriculture, Aeronautical Engineer, Marine Science, Medicine, Astronomy, Biochemistry, Biology, Microbiology, Molecular Biology, Biomedical Sciences, Plant Science, Nanotechnology, Neuroscience, Business Development, Care Work, Nursing, Nursery Nurse, Nutrition, Cancer Research, Child Care, Pathology, Paediatrician, Chemistry, Computer Science, Pharmacology, Physics, Diagnostics, Drug Development, Physiotherapist, Pilot, Public Health, Doctor, Ecology, Engineering, Plumber, Sound Engineer, Teacher, Environmental Science, Electrician, Technician, Toxicology, Veterinary Medicine, Biology, Forensics, Medicine, Genetics, Healthcare and Immunology.



# GCSE SPANISH

## WHY STUDY SPANISH?

Studying a language will add an international dimension to your GCSE subjects. You will create greater opportunities for yourself to work abroad, or for companies in the UK with international links. Many employers look for people who speak a foreign language. You will learn about the countries where the language is spoken and have an opportunity to visit. You will learn many skills which are useful in a wide range of future careers, such as the ability to communicate clearly, being confident about speaking in public and using problem-solving strategies.

## CONTACT

*Ms S Castro*

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## COURSE OUTLINE

The course covers three distinct themes. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.

**Theme 1: Identity and culture** covers the following four topics with related sub-topics shown as bullet points:

### Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

### Topic 2: Technology in everyday life

- Social media
- Mobile technology

### Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

### Topic 4: Customs and festivals in Spanish-speaking countries/communities

**Theme 2: Local, national, international and global areas of interest** covers the following four topics with related sub-topics shown as bullet points:

### Topic 1: Home, town, neighbourhood and region





**Topic 2: Social issues**

- Charity/voluntary work
- Healthy/unhealthy living

**Topic 3: Global issues**

- The environment
- Poverty/homelessness

**Topic 4: Travel and tourism**

**Theme 3: Current and future study and employment** covers the following four topics:

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

**ASSESSMENT**

The course is assessed by final examination at the end of Year 11.

Unit 1 Listening 25%

Unit 2 Speaking 25%

Unit 3 Reading 25%

Unit 4 Writing 25%

**SKILLS CHECKLIST:**

Do you have an interest in other countries and cultures?

Are you able to understand and reply to spoken Spanish?

Are you able to talk in Spanish showing knowledge and ability to use the correct grammar?

Are you able to understand and reply to written Spanish?



# GCSE HISTORY

## WHY STUDY HISTORY?

History helps you discover how the world you live in today has evolved and to understand how things have come to be as they are. It provides you with context to understand the world around you and the society you live in. History helps you to develop the skills to look beyond the headlines, to ask questions properly and to express your own opinions. History lets you learn how and why people behaved as they did.

## COURSE OUTLINE

### Paper 1

British Thematic Study with Historic Environment: Paper has a source and knowledge focus. Students are expected to be able to analyse sources for utility, as well as have excellent knowledge recall to write to describe, analyse and evaluate the importance of developments in medicine.

- Ideas about the cause of disease and illness.
- Approaches to prevention and treatment.
- Case Studies in Medicine.
- The British sector of the Western Front: injuries, treatment and the trenches.

### Paper 2

Period study: Superpower relations and the Cold War, 1941–91. Paper is completely knowledge based and has a focus on assessing the consequences of events, writing a narrative and sequencing/ linking events, as well as evaluating the significance of events for the future of the Cold War.

- The Origins of the Cold War, 1941-58.
- Cold War Crises: 1958-7.
- The End of the Cold War, 1970-91.

British depth study: Early Elizabethan England, 1558–88. Paper is completely knowledge based and has a focus on knowledge recall, analysis and writing to evaluate.

- Queen, government and religion.
- Challenges to Elizabeth at home and abroad (plots, revolts and relations with Spain).
- Elizabethan society in the Age of Exploration

### Paper 3

Modern Depth Study: Weimar and Nazi Germany, 1918–39. Paper has a focus on knowledge recall, analysis and the evaluation of both source material and Historical interpretations.

- The Weimar Republic 1918–29.
- Hitler's rise to power, 1919–33.
- Nazi control and dictatorship, 1933–39.
- Life in Nazi Germany, 1933–39

## CONTACT

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## ASSESSMENT

The course is assessed by three examinations at the end of Year 11.

- Paper 1 is 1 hour 15 minutes long and worth 52 marks, this is 30% of your final grade.
- Paper 2 is 1 hour 45 minutes long and worth 64 marks, this is 40% of your grade.
- Paper 3 is 1 hour 20 minutes long and worth 52 marks, this is 30% of your grade.





# GCSE DESIGN AND TECHNOLOGY

## WHY STUDY DESIGN AND TECHNOLOGY?

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

## CONTACT

Mr M Turnbull

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## COURSE OUTLINE

Topics covered within this course are:-

1. Core Principles
2. Specialist Principles in a specific area of Design Technology
3. Designing and making principles
4. Materials properties
5. Techniques and methods of manufacture

## ASSESSMENT

Unit	% of final grade	Type of Assessment	Title of unit and additional information
NEA	50%	Course work	A substantial design and make task
Exam	50%	Written Paper	2 hour written exam paper

## WHAT SKILLS WILL I DEVELOP?

In order to make effective design choices students will need a breadth of technical knowledge and understanding that consists of;

- New and emerging technologies
- Energy storage and generation
- Modern and smart materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties

## WHAT CAREERS CAN THIS LEAD TO?

Product designer, Interior designer, CAD technician, furniture designer, materials engineer, production designer, model maker, craft/tradesperson.



# GCSE GEOGRAPHY

## WHY STUDY GEOGRAPHY?

Geography GCSE at North Durham Academy is an interesting worldwide investigation. During this course you will learn about our planet and its people, looking at our rapidly-changing world and how humans are impacting on our planet. So many of the world's current issues, at a global scale and locally are down to geography, studying this course will help you understand them.

Geography equips you with a broad range of personal learning and thinking skills such as teamwork, independent enquiry and creative thinking –all highly valued by employers. Careers people have been employed in through studying Geography include: Town Planning, Estate Agent, Travel Agent, Expedition Leader, Air Cabin Crew, Lawyer, Conservation Manager, Armed Forces, Teacher, Human Rights Officer, Surveyor, Weather Forecaster, Landscape Architect, Hazard Prediction, Travel Writer, Pollution Analyst, Aid Worker, Marketing, Flood Protection Manager...

## COURSE OUTLINE

Students will study the following:

### Unit 1: Living with the physical environment

#### The challenge of natural hazards

Students will understand the role natural hazards play in shaping our world and the impact they have on people, the environment and the economy. They will study hazards associated with plate tectonics, such as volcanoes and climatic hazards such as hurricanes. They will discuss how our weather is changing and the impact of climate change on varying locations.

#### The living world

Students will study ecosystems through the investigation of tropical rainforests and hot deserts. They will be able to describe characteristics of different ecosystems and discuss problems that exist. Students will have an appreciation of how human activity impacts ecosystems through the use of case studies.

#### Physical landscapes in the UK

Students will investigate the physical geography of the UK. They will investigate both coasts and rivers along with their associated landforms. Students will also consider how different physical environments are managed.

### Unit 2: Challenges in the human environment

#### Urban issues and challenges

Students investigate population change in different parts of the world and the associated impacts. They will look at urbanisation and will study cities in countries of contrasting economic development. Students will examine urban change in the UK and will study aspects of urban regeneration.

## CONTACT

Mrs S Dawson

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### The changing economic world

Students will study economic development and change. They will be able to classify locations based on a range of development indicators and will discuss issues relating to them. They will understand the role of companies in aiding or hindering development and strategies used to reduce the development gap.

**The challenge of resource management** -Students will discuss the challenges around managing food and water and how the demand for resources is changing. They will study issues associated with food and water on a national and international level and will develop an understanding of sustainable management strategies.

### Unit 3: Geographical applications

Students complete two fieldwork enquiries, a physical enquiry and a human enquiry. They investigate the River Browney to see if what they have learnt in class comes true in real life. They also study suburbanisation in the village of Lanchester.

## ASSESSMENT

Paper 1: Living with the physical environment: one hour 30 minute exam worth 35% of final grade. Paper 2: Challenges in the human environment: one hour 30 minute exam worth 35% of final grade. Paper 3: Geographical applications: one hour 15 minutes exam worth 30% of final grade.

This is a linear course meaning all exams are sat at the end of Year 11.

## SKILLS CHECKLIST

Do you have an interest in Geography?

Are you happy working with maps, graphs, tables, photos and texts to get information?

Do you enjoy practical fieldwork to collect information and research projects?

Are you able to describe, explain and evaluate things clearly in writing?



# GCSE COMPUTER SCIENCE

## WHY STUDY COMPUTING?

The World has already “gone digital” and the population is being split along the lines of those who can and those who cannot code. In the not-too-distant future, the majority of well-paid jobs will be computer-related. In this course, you will develop your understanding of the fundamental hardware of a computer system, common types of software and simple logic. You will also acquire the skills to write simple computer programs and look at the development of computer technology and the effects it has had on society.

## CONTACT

Mrs J Taylor

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## COURSE OUTLINE

### Unit 01: Computer systems

This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science. This unit is more theory based, it will help you to learn about the different components within the computer alongside how the computers are networked to transmit data. You will also think about threats and issues which could arise to a computer network.

### Unit 02: Computational thinking, algorithms and programming

This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics. There will be opportunity for the students to demonstrate their practical ability. Students will create suitable algorithms, which will provide a solution to the problems identified in the task. They will then code their solutions in a suitable programming language. The solutions must be tested at each stage to ensure they solve the stated problem.

This unit is a lot more hands on. Whilst thinking about a scenario logically, you will be asked to solve problems, some of which are quite numeracy based, so if maths isn't your strong point, this course may not be for you.

You will look at sorting and searching and figure out how to add and subtract using a new number system called binary. As well as this, you will program in Python and learn to write Pseudocode for a controlled assessment piece. This will help you apply your practical skills to the questions presented to you in the exam.

# ASSESSMENT

Unit 01 80 marks one hour and 30 minutes Written paper 50% of total qualification

Unit 02 80 marks one hour and 30 minutes Written paper 50% of total qualification

## SKILLS CHECKLIST

Do you have an avid interest in computers and how they work?	<input type="checkbox"/>
Do you enjoy learning new software (learning programming is similar to learning a new language)?	<input type="checkbox"/>
Are you able to complete ICT tasks quickly and confidently without support?	<input type="checkbox"/>
Are you creative and willing to try new ideas?	<input type="checkbox"/>
Are you able to investigate new software or applications independently?	<input type="checkbox"/>
Are you able to work independently and take responsibility for meeting deadlines?	<input type="checkbox"/>
Are you confident in mathematics?	<input type="checkbox"/>

## CAREER OPPORTUNITIES

**Software developers**—They create software programs that allow users to perform specific tasks on various devices, such as computers or mobile devices. They are responsible for the entire development, testing, and maintenance of software. Software developers could earn on average up to £40,000 per year.

**Computer network architects**— They will design, implement and maintain networking and data communication systems, including local area networks, wide area networks, extranets, and intranets. They plan out the network type, how it will be laid out and how it will transmit data bases on the needs of organisations for data sharing and communications. Computer network architects could earn on average up to £60,000 per year with experience.

**IT Project managers** -Project managers in the IT sector coordinate the efforts of a team of programmers and analysts to complete projects. They also analyse technical problems for their company or a client organization, proposing solutions and tips to enhance productivity. IT Project managers could earn on average up to £35,000 per year.



# GCSE FINE ART

## WHAT IS IT ALL ABOUT?

GCSE Fine Art provides an opportunity for students to explore, engage and be inspired by the world of Art. It allows students to investigate and explore different forms of Art, naturally building their confidence year on year.

There are 2 components to the course; The coursework unit (60%) and the Exam unit (40%). Both follow a similar project structure and end in a final outcome.

Students develop knowledge, skills and confidence using a variety of media, materials, techniques and processes, explored through project work on given themes. All work, in both components are assessed and used to determine the final grade for students.

Drawing and painting along with the ability and a willingness to explore is vital to a student's success when taking GCSE Fine Art. Written communication is also a requirement of the course, throughout the 2 years, and therefore needs to be taken in to account when considering this option.

GCSE Art provides students with a strong foundation for further progression to Art and Design related courses such as A-level Art and Design and enhanced vocational and career pathways.

## COURSE OUTLINE

### Year 10

The coursework component begins during year 10 and is designed to build confidence and knowledge, and give students the opportunity to find their own creative strengths. Through guided learning, the 2 projects in year 10 explore a range of materials, techniques and processes from methods of drawing, to painting, mixed media and printing. Project 1 sees the students investigate Japanese artists as they develop work, and gain confidence and skills being able to analyse and recreate Oriental Art..

The second project within the Component allows the students to continue to develop their skill base and encourages individual styles to flourish. They are guided through techniques and processes based in the theme of 'Natural Form' independently developing their skills while broadening their portfolio work.

### Year 11

During Year 11, students explore the theme of identity and portraiture, continuing to refine their drawing and painting techniques exploring the work of 19th and 20th Century artists in the process. This project broadens student's skill based and helps to create a rich and varied body of work for their component 1 Portfolio assessment.

## EXAMINATION

In February Year 11, their component 2 Exam Unit begins. Students select 1 of the 7 starting points set by the exam board. They have until May to complete the project they have chosen. This is concluded by a ten-hour exam in which students produce a final outcome in response to their starting point.

The year is self-guided and independent and students must manage their own time in ensuring all elements of the criteria are met. Students are encouraged to use the intervention sessions ran afterschool to build upon lesson work, catch up if work is missed and get extra support when needed.

## CONTACT

Mr S Pearson

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## HELPFUL RESOURCES

- Pinterest
- Student Art Guide
- GCSE Bitesize Art and design
- ArtsHub
- AOI
- Youtube

## CAREER OPPORTUNITIES

UK Creative industries generate more than £100billion a year to the UK economy and employ more than 2 million people. There is a huge range of industries that the skills learnt on Fine Art feed into and prepare you for.

- Graphic Design
- 3D Product Design
- Photography
- Fashion Design
- Digital/Multi-Media
- Artist

Any other career! Art can be great preparation for any career that requires fine motor skills, presentation skills, an eye for aesthetics and creative thinking.



# GCSE PHOTOGRAPHY

## WHAT IS IT ALL ABOUT?

GCSE Photography is a new course starting September 2023. It follows a similar structure and course content to GCSE Art courses. The course is split into 2 Components, coursework and exam. In both components, students are required to work in one or more area(s) of photography, such as those listed below:

- Portraiture
- location photography
- experimental imagery
- installation
- documentary photography
- photo-journalism
- moving image/animation
- fashion photography



Students will be taught how to relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as cultural industry and client-oriented requirements. They will develop ideas, themes and feelings through a range of creative responses guided by subject content and teacher expertise. They will explore a range of Photography techniques within the first project.

## COURSE OUTLINE

During Year 10, students begin their first project in the component one Coursework unit. The year is designed to gain an understanding on how a project develops. It builds confidence and knowledge, and gives students opportunities to find their own creative strengths. Through guided learning, project 1 explore how to:

- gather and document experiences of a school organized visit, or work with a visiting photographer
- use sources by learning how to effectively access, retrieve and subsequently record information relevant to the project theme
- make clear, explicit connections between their selected sources and the development of ideas in their practical work
- use the results of their analysis of connections between sources and the development of their ideas
- explore and refine their ideas through trials and experimentation in any appropriate photographic media
- record their ideas, insights and observations about others' and their own work with relevant written annotation and purposeful drawing activity.

Year 11 is split. Students have up until Christmas to complete all of component one, the remainder of the year is spent on the externally set exam unit; component 2.

## CONTACT

Mr S Pearson

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## EXAMINATION

In February Year 11, their component 2 Exam Unit begins. Students select 1 of the 7 starting points set by the exam board. They have until May to complete the project they have chosen. This is concluded by a ten hour exam in which students produce a final outcome in response to their starting point.

The year is self-guided and independent and students must manage their own time in ensuring all elements of the criteria are met. Students are encouraged to use the intervention sessions ran afterschool to build upon lesson work, catch up if work is missed and get extra support when needed.

## HELPFUL RESOURCES

- Pinterest
- GCSE Bitesize Photography
- British Journal of Photography
- Fstoppers
- Student Art Guide
- Youtube

## CAREER OPPORTUNITIES

UK Creative industries generate more than £100billion a year to the UK economy and employ more than 2 million people. Please see below the careers linked with the skills learnt on this course:

- Advertising Photographer
- Fashion Photographer
- Photo Journalist
- Food Photographer
- Portrait Photographer
- Underwater Photographer
- Wedding Photographer
- Stock Photo seller
- Director of Photography
- Animator



# VOCATIONAL MUSIC

## WHY STUDY MUSIC?

By choosing to study Music you will gain the confidence and skills to be a better performer, find a voice and the skills to write your own music and open your ears to new styles of music. You will leave the course with technical skills as a musician with compositional skills as a songwriter and with the skills of critical listening and analysis. You will be called upon as one of the top musicians in the school to perform in various student showcases throughout the year. The ability to read music or play an instrument at the start of the course is beneficial but not necessary as you will learn these skills as the course progresses.

## COURSE OUTLINE

### Unit 1 –Performing

In this unit learners will gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional/published work. Learners' work will be based around an assignment brief which will include a scenario and several tasks set by the exam board. There will be both practical and written elements to this unit. The topics covered in this unit are:-

- 1.1 Research and rehearsal
- 1.2 Performance
- 1.3 Review and reflect.

### Unit 2 –Creating

In this unit, learners will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts. This unit will focus on developing skills and knowledge around musical composition. Learners' work will be based around an assignment brief which will include a scenario and several tasks set by the exam board. There will be both practical and written elements to this unit. The topics covered in this unit are:

- 2.1 Explore and develop
- 2.2 Applying knowledge and skills to create original work
- 2.3 Review, reflect and refine.

### Unit 3 –Performing Arts in Practice

This unit introduces learners to areas of the performing arts that need to be considered when responding to an industry commission. Learners will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional work from unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from unit 2. Learners' work will be based around an assignment brief which will include a scenario and several tasks set by the exam board. There will be both practical and written elements to this unit. The topics covered in this unit are:

- 3.1 Planning performance work
- 3.2 Promoting and pitching
- 3.3 Evaluation and reflecting

## CONTACT

Mrs L Dreyer

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## ASSESSMENT

### **Unit 1 –Performing (Internal Assessment) – Marked out of 60 – 30% of overall qualification.**

Assessment for this unit is both practical and coursework based. Learners are required to perform existing work which could be:

1. One piece or a portfolio of pieces
2. Performed individually or in groups of up to 10

Individuals need to perform for between 3 and 6 minutes. Within a pair/group performance this individual timing remains. However, individuals can perform at the same time (e.g. a duet with both individuals singing at the same time could be 3 minutes long). Learners must submit a record/portfolio of work and recordings that outline progress at three stages:

1. Beginning of the process
2. During the process
3. The final performance

### **Unit 2 –Creating (Internal Assessment) –Marked out of 60 – 30% of overall qualification.**

Learners will be required to perform/present original work. This could be:

1. One piece or a portfolio of pieces
2. Performed individually or in groups of up to 10

Candidates will submit a record/portfolio of work and recordings that outline progress at three stages:

1. Beginning of the process
2. Development of product/performance
3. Performance/presentation

### **Unit 3 –Performing Arts in Practice (External Assessment) –Marked out of 80 – 40% of overall qualification**

Individuals will undertake a series of set tasks that are to be applied to a prescribed context set by the exam board. Individuals can utilise others as part of their practical examples

## CAREER PROGRESSION

Studying a level 2 music qualification prepares you for further musical study beyond secondary education and provides a solid foundation for studying music at A Level, Level 3 BTECs and even other qualifications in Performing Arts. Alternatively, you may wish to go into a job where it is useful to have had experience of music or where you will need to use some of the skills developed during this course. These might include careers in the music industry such as producing, sound engineering, publishing, entertainment, journalism, media, advertising, events management, teaching, community music or any job which involves communication and expressive skills.



# VOCATIONAL HEALTH AND SOCIAL CARE

## WHY STUDY HEALTH AND SOCIAL CARE?

Vocational Health and Social Care is for learners who wish to acquire knowledge, understanding and technical skills through vocational contexts. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learner's experience and understanding of the varied progression options available to them.

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

- skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing;
- attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them; and
- knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This qualification builds on and uses the knowledge and skills you are learning in your GCSEs, such as English. It will complement the more theoretical aspects covered by GCSE Biology by allowing you to apply your knowledge and skills practically in a vocational context.

## COURSE OUTLINE

**Component One:** Human Lifespan Development - Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

**Component Two:** Health and Social Care Services and Values - Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

**Component Three:** Health and Wellbeing - Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

### CONTACT

Mrs R Graham

R.Graham@ndacademy.co.uk

## ASSESSMENT

### Component One & Two:

Internally assessed coursework tasks/projects - Internal assessment is through assignments that are subject to external standards verification. For setting assignments, we provide authorised assignment briefs and guidance in each component.

Pearson, the awarding body behind these subjects have made the decision to move to an assessment rule, whereby students have only one opportunity to submit an assignment. At the discretion of the Lead IV for the subject area, and the BTEC Quality Nominee for the Academy, students may be given one further 'resubmission' of their assignment to improve their grade if they have met the original deadline, can complete the tasks independently and can hit the next available grade.

Students who fail to hand in their assignment by the initial deadline, are at risk of dropping to a lower grade than their target or of failing the entire course, as they are not entitled to a resubmission, due to missing the first deadline given, a requirement for a resubmission.

**Component Three:** External assessment through a written exam paper - The external assessment takes the form of a set paper taken under supervised conditions that is then marked and a grade awarded by Pearson. Learners are permitted to re-sit the external assessment once during their programme by taking a new assessment. The external assessment contributes 40 per cent of the total qualification Guided Learning hours.

## CAREER OPPORTUNITIES

- Paramedic
- Nurse
- Dentist
- Teacher
- Educational Psychologist
- Social Worker
- Substance misuse worker
- Sports Therapist



# VOCATIONAL ENTERPRISE

## WHY STUDY VOCATIONAL ENTERPRISE?

Vocational Enterprise is for learners who wish to acquire skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, setting up, running and reviewing an enterprise. The qualification enables learners to develop their technical skills such as market research skills, planning, promotional and financial skills using realistic

work scenarios, and personal skills, (such as monitoring their own performance, time management and problem solving) through a practical and skills based approach to learning and assessment.

The award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge, understanding and skills required to research, setup, run, review and monitor an enterprise which includes:

- development of key skills that prove learners' aptitude in planning and carrying out an enterprise activity including market research, planning, carrying out financial transactions, communication and problem solving;
- knowledge that underpins the effective use of skills, such as the features and characteristics of enterprises and entrepreneurs and the internal and external factors that can affect the performance of an enterprise; and
- attitudes and ways of working that are considered most important for enterprise, including communicating and interacting with customers, monitoring and reflecting on performance of enterprise and own use of skills

## COURSE OUTLINE

**Component One:** Exploring Enterprises - Learners will examine different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.

**Component Two:** Pitching and Presenting an Enterprise - Learners will select an enterprise idea to plan and pitch for. They will work as a small group to run a micro-enterprise activity, and will develop their skills in operating and reviewing the success of the enterprise.

Students must be good at extended writing to be able to complete these components.

**Component Three:** Promotion and Finance for Enterprise - Learners will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. They will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for the success of an enterprise. Students must have some mathematical skill to be able to access this component.

### CONTACT

Mrs R Graham

R.Graham@ndacademy.co.uk



## ASSESSMENT

**Component One & Two:** Internally assessed coursework tasks/projects - Internal assessment is through assignments that are subject to external standards verification. For setting assignments, we provide authorised assignment briefs and guidance in each component.

**Component Three:** External assessment - The external assessment takes the form of a set task taken under supervised conditions that is then marked and a grade awarded by Pearson. Learners will complete a task worth 60 marks under supervised conditions. The supervised assessment period is a maximum of two hours and must be arranged in the period timetabled by Pearson. Learners are permitted to re-sit the external assessment once during their programme by taking a new assessment.

Pearson, the awarding body behind these subjects have made the decision to move to an assessment rule, whereby students have only 1 opportunity to submit an assignment. At the discretion of the Lead IV for the subject area, and the BTEC Quality Nominee for the Academy, students may be given one further 'resubmission' of their assignment to improve their grade if they have met the original deadline, can complete the tasks independently and can hit the next available grade.

Students who fail to hand in their assignment by the initial deadline, are at risk of dropping to a lower grade than their target or of failing the entire course, as they are not entitled to a resubmission, due to missing the first deadline given, a requirement for a resubmission.

## SKILLS CHECKLIST

Essential - Good numeracy skills/good at mathematics	<input type="checkbox"/>
Desirable - Good IT skills	<input type="checkbox"/>
Desirable - Interest in Enterprise/Entrepreneurialism	<input type="checkbox"/>
Essential - Good written skills	<input type="checkbox"/>



# TECH AWARD IN DIGITAL INFORMATION TECHNOLOGY

## WHY STUDY DIGITAL INFORMATION TECHNOLOGY?

From smartphones and Wi-Fi, to hashtags and instant messaging: over the last 20 years, technology has dramatically changed the way in which we live and communicate. Does your interest in technology extend beyond the hardware? Are you curious about how digital information is spread? Maybe you just want to know more about computers and how, when and why people use them? If so, DIT could be the course for you.

With any computer or technology-based course, you are obviously going to develop some pretty solid practical skills when designing and creating user interfaces. Plus, DIT is great at helping you build project management and numeracy skills, and it will also encourage you to think logically in order to solve problems. Best of all, these are all things that potential employers love. Sounds good, right?

## COURSE OUTLINE

The award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The focus is on four areas of equal importance, which cover the:

- Development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data. We will look at commonly used interfaces such as Spotify, Netflix, McDonald's and popular games for ideas and inspiration.
- Process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct. We will look into past cyber-attacks which affected the NHS and companies like Nissan.
- Attitudes that are considered most important in digital information technology, including personal management and communication. We will think about how Technology promotes modern teams.
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

This award complements the learning in programmes such as Computer Science by broadening experience and skills participation in different type of performance activities with the opportunity to practically apply your knowledge and skills, through project work such as developing ideas and performing for specific audiences.

## CONTACT

Mrs J Taylor

J.Taylor@ndacademy.co.uk

## ASSESSED UNITS

Exploring User Interface design principles and project planning tools	Internal - marked by Computing staff at NDA
Collecting, presenting and interpreting data	Internal -marked by Computing staff at NDA
Effective digital working practices February Year 11 (1st attempt) - May Year 11 (Re-sit)	External examination - marked by the exam board

## PLEASE NOTE

Pearson, the awarding body behind these subjects have made the decision to move to an assessment rule, whereby students have only 1 opportunity to submit an assignment. At the discretion of the Lead IV for the subject area, and the BTEC Quality Nominee for the Academy, students may be given one further 'resubmission' of their assignment to improve their grade if they have met the original deadline, can complete the tasks independently and can hit the next available grade.

Students who fail to hand in their assignment by the initial deadline, are at risk of dropping to a lower grade than their target or of failing the entire course, as they are not entitled to a resubmission, due to missing the first deadline given, a requirement for a resubmission.

## CAREERS

**Marketing** – companies market their business using apps such as Instagram. People are employed to advertise, influence and plan posts related to these business. This could also incorporate designing the house style and logo the company uses. The average salary of a social media marketer could earn up to £22,500 or potentially more for a larger company.

**Web Developers** – someone who plans and creates a website using a programming language or a front end style software. The average salary of a Web developer could mean they will earn up to £45,000 per year.

**Business owner** – to run your own business, you will need media skills. You will need to market your own business, and create an identity which is recognisable to promote your brand. Think Big Yellow M for McDonalds.



# VOCATIONAL DANCE

## WHY STUDY DANCE?

Dance is a practical led course where you will have the chance explore existing repertoire in a range of different styles and use these skills during performances. This course is physically demanding and requires a lot of dedication. This qualification gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

## CONTACT

Mrs J Wheeldon

J.Wheeldon@ndacademy.co.uk

## COURSE OUTLINE

**Component 1: Exploring the Performing Arts (Dance)** During Component 1 learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material.

**Component 2: Developing Skills and Techniques in Dance** During Component 2 learners will develop their performing arts skills and techniques through the reproduction of dance repertoire. In this component, you will develop performance skills and techniques. You will have the opportunity to specialise in dance. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing dance repertoire, applying relevant skills and techniques to reproduce the work.

**Component 3: Performing to a Brief** During Component 3 learners will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus. You will choose one from a number of possible progression opportunities as the basis for your work. Responding to the opportunity will provide you with a clear focus for the unit.



## PLEASE NOTE

Pearson, the awarding body behind these subjects have made the decision to move to an assessment rule, whereby students have only 1 opportunity to submit an assignment. At the discretion of the Lead IV for the subject area, and the BTEC Quality Nominee for the Academy, students may be given one further 'resubmission' of their assignment to improve their grade if they have met the original deadline, can complete the tasks independently and can hit the next available grade.

Students who fail to hand in their assignment by the initial deadline, are at risk of dropping to a lower grade than their target or of failing the entire course, as they are not entitled to a resubmission, due to missing the first deadline given, a requirement for a resubmission.





# VOCATIONAL DRAMA

## WHY STUDY DRAMA?

Drama is an unusual and interesting subject that allows students to be artistic and creative whilst gaining a better understanding of themselves and their world. Drama fosters self-discipline, confidence, and team work and develops skills in interpreting, researching, negotiating, problem solving and decision making. These are all vital skills to have for further study or work after leaving school.

Drama is a practical and a theoretical subject which encourages creativity through a focus on performance work and reflection through a focus on written work. Students will learn how to work as an actor in a twenty-first century theatre through studying theatre texts, performing plays and devising material for performance.

## CONTACT

Mrs L Dreyer

[L.Dreyer@ncdat.org.uk](mailto:L.Dreyer@ncdat.org.uk)





## COURSE OUTLINE

**Component 1: Exploring the Performing Arts** During Component 1 learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material.

**Component 2: Developing Skills and Techniques in the Performing Arts** During Component 2 learners will develop their performing arts skills and techniques through the reproduction of a piece of professional repertoire. In this component, you will develop performance skills and techniques and review your own progress and consider how to make improvements. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing professional repertoire, applying relevant skills and techniques to reproduce the work.

**Component 3: Performing to a Brief** During Component 3 learners will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus. You will be given a brief that outlines the performance requirements and asks you to consider your target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

## PLEASE NOTE

Pearson, the awarding body behind these subjects have made the decision to move to an assessment rule, whereby students have only 1 opportunity to submit an assignment. At the discretion of the Lead IV for the subject area, and the BTEC Quality Nominee for the Academy, students may be given one further 'resubmission' of their assignment to improve their grade if they have met the original deadline, can complete the tasks independently and can hit the next available grade.

Students who fail to hand in their assignment by the initial deadline, are at risk of dropping to a lower grade than their target or of failing the entire course, as they are not entitled to a resubmission, due to missing the first deadline given, a requirement for a resubmission.



# VOCATIONAL ENGINEERING

## WHY STUDY ENGINEERING?

This qualification is designed for learners who want an introduction to engineering that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the engineering sector or progress onto further study.

## COURSE OUTLINE

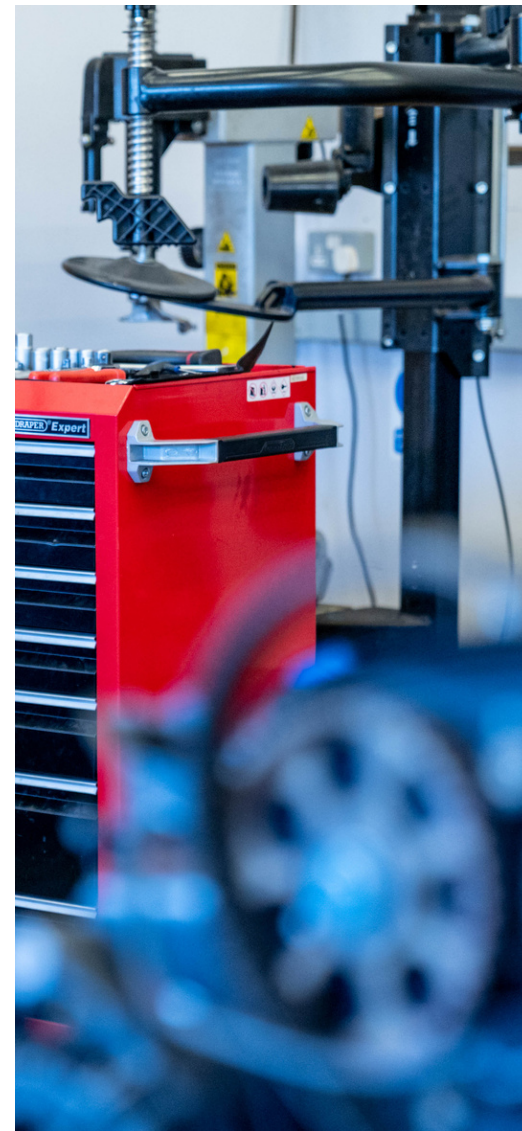
Throughout this qualification, your learners will gain valuable knowledge of:

- engineering disciplines
- the science and mathematics that is applied in engineering.
- how to read engineering drawings.
- properties and characteristics of engineering materials and know why specific materials are selected for engineering applications.
- engineering tools, equipment and machines.
- production planning techniques.
- processing skills and techniques applied to materials for a manufacturing task equipment.

## CONTACT

Mr M Turnbull

M.Turnbull@ndacademy.co.uk





## ASSESSMENT

% of Final Grade	Type of Assessment	Title of unit and additional information
40%	Unit 1: Manufacturing Engineering Products	An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website.
20%	Unit 2: Designing Engineering Products	An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website
40%	Unit 3: Solving Engineering Problems	Unit 03, 1 hour 30min paper including multiple choice, short answer and extended response questions.

## WHAT SKILLS WILL I DEVELOP?

Learners will develop skills and knowledge:

- in adapting their own ideas and responding to feedback
- in evaluating their own work analysing data and making decisions that are essential for the engineering sector, such as understanding how to read drawings; responding to data; independent working; working to deadlines; efficient use of resources
- practical application of tools and machinery, whilst adhering to health and safety legislation and guidance
- an appreciation of materials technology and applications.





# VOCATIONAL SPORT & PE

## WHY STUDY SPORT & UCATION

The course will appeal to you if you:

- Have a keen interest in PE and Sport?
- Have good PE assessment marks
- Are willing to contribute to sport inside and outside of school time
- Are interested in developing and understanding of PE and sport affects your life
- Want to study a course that is very challenging but active and enjoyable
- Want to move on to a related career or further education in Sport

### CONTACT

Mr R Thomas

R.Thomas@ndacademy.co.uk

## COURSE OUTLINE

The course comprises of a number of Components and these include:-

### Component 1: Preparing Participants to Take Part in Sport and Physical Activity

A Explore types and provision of sport and physical activity for different types of participant

B Examine equipment and technology required for participants to use when taking part in sport and physical activity

C Be able to prepare participants to take part in sport and physical activity

### Component 2: Taking Part and Improving Other Participants Sporting Performance

A Understand how different components of fitness are used in different physical activities

B Be able to participate in sport and understand the roles and responsibilities of officials

C Demonstrate ways to improve participants sporting techniques.

### Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

AO1 Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO2 Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO3 Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO4 Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

## ASSESSMENT

Assessment will be through a combination of

- **Examined Content**

A formal examination that is externally assessed

- **Coursework**

Projects & Assignments that cover the content of the course and explore the material in detail. This will be assessed both internally and externally (through moderation)

- **Practical Observation**

Assessment of a coaching session delivered to pupils at Key Stage 3





# VOCATIONAL TRAVEL AND TOURISM

## WHY STUDY TRAVEL AND TOURISM?

Travel and Tourism is the ideal course for any student that is interested in working within the travel industry. If you have any interest in becoming cabin crew, a travel representative, a travel agent, a pilot, working in a hotel or airport this course would expand your knowledge and develop the skills you require. One in ten people work in the travel and tourism industry, will you?

## CONTACT

Mrs R Graham

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## COURSE OUTLINE

During Key Stage 4 students will study the following:

### Component 1: Travel and Tourism Organisations and Destinations

This unit will allow you to learn and understand how the travel industry works, its importance to the UK, the key organisations and the role of technology in travel and tourism.

### Component 2: Customer Needs in Travel and Tourism

This unit investigates how travel and tourism organisations use research to identify customer needs and explore the range of products offered. You will also plan a holiday customer needs and preferences.

### Component 3: Influences on Global Travel and Tourism

This unit covers sustainability and destination management as well as the impact of global tourism on local communities, the economy and the environment. You will also look at how to develop tourism.





## ASSESSMENT

60% of the course is assessed through coursework

40% of the course is exam assessed

**Component One & Two:** Internally assessed coursework tasks/projects - Internal assessment is through assignments that are subject to external standards verification. For setting assignments, we provide authorised assignment briefs and guidance in each component. Pearson, the awarding body behind these subjects have made the decision to move to an assessment rule, whereby students have only one opportunity to submit an assignment. At the discretion of the Lead IV for the subject area, and the BTEC Quality Nominee for the Academy, students may be given one further 'resubmission' of their assignment to improve their grade if they have met the original deadline, can complete the tasks independently and can hit the next available grade.

Students who fail to hand in their assignment by the initial deadline, are at risk of dropping to a lower grade than their target or of failing the entire course, as they are not entitled to a resubmission, due to missing the first deadline given, a requirement for a resubmission.

**Component Three:** External assessment through a written exam paper - The external assessment takes the form of a set paper taken under supervised conditions that is then marked and a grade awarded by Pearson. Learners are permitted to re-sit the external assessment once during their programme by taking a new assessment. The external assessment contributes 40 per cent of the total qualification Guided Learning hours.



# GCSE FOOD PREPARATION AND NUTRITION

## WHY STUDY THIS COURSE?

This new GCSE Food Preparation and Nutrition is an exciting and creative course, which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

## CONTACT

Mr M Turnbull

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## COURSE OUTLINE

Topics covered within this course are:-

1. Food Nutrition and Health
2. Food Science
3. Food Safety
4. Food Choice
5. Food Provenance

## ASSESSMENT

Unit	% of Final Grade	Type of Assessment	Title of unit and additional information
NEA1	15%	NEA - Internal	NEA 1 : Food investigation task
NEA2	35%	NEA - Internal	NEA 2 : Food Preparation task
Written Paper	50%	Exam Paper - External	1hr 45 mins written exam

## WHAT SKILLS WILL I DEVELOP?

There are twelve practical skill groups that are integrated into the course. Students must know how and when these food preparation skills can be applied and combined to achieve specific outcomes. Alongside these practical skills, students will learn how food can be prepared and cooked skilfully and safely to produce delicious and nutritious meals for different people and situations. They will also develop vital written skills such as evaluation, revision and exam technique to ensure successful outcomes in their assessed work within year 11.



## COURSE OUTLINE

Year	Focus	What will this look like?
10	Exam Theory Knowledge & Understanding / 12 GCSE Practical Skills	<p>A variety of lesson activities which will cover both the theory needed to be successful in the exam alongside embedding this knowledge within its application into food preparation and cooking during practical lessons. A range of lessons covering both important theory about the practical skills as well as practical lessons where each skill can be learned developed and embedded.</p>
11	<p>NEA 1</p> <p>NEA 2</p> <p>Revision</p>	<p>September – November: Food Science Investigation – students will produce a portfolio report linked to a chosen questions set by the exam board. This include practical investigations and written knowledge and understanding of the relevant topic.</p> <p>November – April: Food Menu Planning and Preparation Task: students will produce an electronic portfolio of evidence linked to a chosen question set by the exam board. This will include a variety of practicals where students test their cooking skills and then plan, prepare and cook a final three dishes within a 3-hour block as well as knowledge and understanding being recorded within their portfolio of evidence.</p> <p>A wide variety of revision activities will be available and a bespoke revision timetable will be followed dependant on the needs of each class. All theory topics covered during year 10 will be recapped and exam technique embedded further in the run up to the final external exam. Students also a receive a 'revision goody bag' to set them up for being as successful as possible during this time!</p>







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