



HUMMERSKNOTT *Academy*



Striving supporting succeeding

Curriculum Guide Key Stage 4

2018—2021

A guide to the courses and qualifications available for Year 10 and 11 students

Contents

Welcome to the Booklet	4
Subjects	5
Qualifications	6
The English Baccalaureate	7
Frequently asked questions	8
The Compulsory Core	10
Optional Subjects	12
 <u>Core Subjects</u>	
English Language & Literature GCSE	14
Mathematics GCSE	17
Science: Combined Science Trilogy GCSE	18
 <u>Optional Subject Choices</u>	
Art: Art & Design GCSE	20
Business: Business Studies GCSE	23
Computing: GCSE	25
Drama: GCSE.....	27
Geography: GCSE.....	39
History: GCSE.....	32
IT: Cambridge National Level 2.....	34
IT: Creative I-Media	37
MFL: French GCSE	40
MFL: German GCSE	43
MFL: Spanish GCSE	46
MFL: Chinese GCSE	49
Music: Music GCSE	52
Music: BTEC Music Level 2	55
Photography: GCSE.....	58
PE: Physical Education GCSE	61
PE: BTEC First Award in Sport Level 2	64
Religious Studies: GCSE.....	67
Science: Triple Science: Biology, Chemistry & Physics GCSE	69
Science: Health & Social Care OCR Cambridge National Certificate Level 2	71
Technology: Food Preparation and Nutrition GCSE	73
Technology: Systems Electronics GCSE	76
Technology: Graphics GCSE.....	78
Technology: Design Technology Resistant Materials GCSE	80
Technology: Textiles GCSE	82

Subject Pages



This Curriculum Guide details all the subjects in Year 10/11. It gives you lots of detail and information and needs to be read very carefully; you need to ensure that you know, from this booklet, exactly what you will learn about and how you will be assessed for every subject. This is crucial so that you have a clear picture of the topics you will have to learn about and the work you will be required to do.

The subject pages cover:

1. A General Introduction to the subject/What will I study?

This describes what you will be studying; how this may lead to future careers and reasons why this subject is good choice for you in Key Stage 4.

2. Course Assessment/Exam Entry

This explains how the course will be assessed and how this assessment is split between work during the course and the final examination. It covers what exams you will need to sit, how many and when. The majority of subjects are now linear meaning that all their exams must be taken in the summer of 2021. You need to assess how many exams this could actually mean for you.

3. Parental Support

General information about how people at home can support you to make the maximum progress you can.

4. Is there anything else I need to know?

This focuses on what you could do in the future with this qualification; what it could lead to, how it could help and support your future career.

Qualifications

The Key Stage 4 qualification types we are offering this year fall into 3 categories:

- ◆ GCSEs
- ◆ Vocational Qualifications, OCR and BTEC (GCSE equivalent)

What are GCSEs?

GCSE stands for General Certificate of Secondary Education: for all GCSEs grades awarded are from 9—1. These new specifications were first taught from either September 2015 or September 2016 and have been developed by examinations boards in line with government direction and the input of Ofqual. Courses cover a range of knowledge, understanding and skills in each subject. Students experience a range of teaching strategies. These exams are linear and assessed only via examinations, where all exams are sat at the end of Year 11.

English (Language and Literature) there are no Controlled Assessments and both are examined at the end of the two year course by examination; all students will sit both the Language and Literature exams. In **Mathematics** there is a third more content, and a greater emphasis on students applying the maths that they learn. As well as this, students will be required to remember significantly more formulas compared to the previous GCSE Maths course.

Subjects offered at GCSE are:

Art & Design	History	Photography
Business Studies	Mathematics	Science: Combined Science Trilogy
Computing	MFL: French	Science: Triple Science: Biology, Chemistry & Physics
Drama	MFL: German	Technology: Food Preparation and Nutrition
English Language	MFL: Spanish	Technology: Systems Electronics
English Literature	MFL: Chinese	Technology: Resistant Materials
Geography	Music	Technology: Graphics
		Technology: Textiles

What are BTEC and OCR Cambridge Nationals?

These are highly valued work-related qualifications available at Levels 1 to 3 of the National Qualifications Framework and are designed to support students develop their personal skills in areas applicable to any workplace, such as team working, communication and problem solving. They are an excellent alternative to GCSEs, are recognized by employers and Further Education and provide clear routes of progression. They are assessed over the course of the two years through a series of practically based units including a compulsory core and some optional sections. One unit is externally assessed. Grades awarded are Pass, Merit, Distinction, Distinction*.

BTEC/Cambridge Nationals offered are:

IT: Cambridge National Level 2
IT: Creative I-Media
Music: BTEC Music Level 2
PE: BTEC First Award in Sport Level 2
Science: Health & Social Care OCR
Cambridge National Certificate Level 2

THE COMPULSORY CORE: Everyone studies the following subjects:

English Language and Literature

All students will follow a GCSE course.

Mathematics

All students will follow a GCSE course.

Science

All students will study Combined Science Trilogy. Students who wish to study triple science may take this as one of their option choices. See the Science pages in this booklet for details.

MFL

Modern Foreign Languages at Hummersknott have always been a compulsory part of our GCSE Curriculum. This is set out in our prospectus and at our Open Evenings. The only change we have made to this is that students in sets 4 and 5 for their MFL have the option of choosing a language however, they may also have a limited choice of History, Geography or IT Qualification.

Life Skills and Religious Education

Students study our Life Skills programme which covers Citizenship/British Values, Careers and Personal Well-being. They are taught as a rolling programme designed to prepare Hummersknott students for the challenges they will face in the outside world.

Citizenship:

Looks at Democracy and Politics and the topic of Britishness and covers areas such as different forms of government, political parties in the UK, left wing vs right wing, what is Parliament & Democracy. It also studies British Values, The Citizenship Test and Racial Issues in Britain, Refugees and Migration, voting, volunteering and The NCS.

Careers:

This looks at the topics of Work Experience, the World of Work, Finance & Money Management, Post 16 Option Routes, Planning for the Future and the Role of Enterprise. In Year 10, students will have the opportunity to attend taster sessions at Darlington College and Queen Elizabeth Sixth Form College as well as working with College staff on PHSE days in Year 11. This ensures that students are well informed and able to make decisions about their immediate future which support their long-term goals.

Personal Well-being:

This looks at the topics of 'feeling happy and staying safe'. It is done through the study of mental health disorders, dealing with tough times & e-safety and grooming. It also incorporates self-esteem and body image sessions as well and looking at smoking, drugs, and alcohol and behaviour types. It also covers a very sensitive approach to sexuality, LGBT rights, abortion and infertility, CSE and FGM.

Life Skills are delivered through lessons once a fortnight and via Life Skills drop down day, 5 times a year.

Religious Education:

This covers the legal requirements for the study of Religious Education and incorporates citizenship and is delivered through a taught lesson delivered once a fortnight.



THE COMPULSORY CORE: Everyone studies the following subjects:

PHYSICAL EDUCATION—Compulsory Core PE

All students will participate in PE lessons for two hours over a two-week timetable.

Those students studying GCSE PE or BTEC sport will complete these compulsory lessons in addition to those for their GCSE course.

The activities covered will look to build on and develop the skills learnt in Year 9. There will be some element of choice. More emphasis will be placed on giving students the skills to allow them to organise and run their own lessons. Students will take on the roles of official, coach, captain, organiser and choreographer as well as improving their skills in their activities.



OPTION SUBJECTS

- ⇒ Art & Design : GCSE
- ⇒ Business: Business Studies GCSE
- ⇒ Computing: GCSE
- ⇒ Drama: GCSE
- ⇒ Geography: GCSE
- ⇒ History: GCSE
- ⇒ IT: Cambridge National Level 2
- ⇒ IT: Creative I-Media
- ⇒ MFL: French GCSE
- ⇒ MFL: German GCSE
- ⇒ MFL: Spanish GCSE
- ⇒ MFL: Chinese GCSE
- ⇒ Music: Music GCSE
- ⇒ Music: BTEC Music Level 2
- ⇒ Photography GCSE
- ⇒ PE: Physical Education GCSE
- ⇒ PE: BTEC First Award in Sport Level 2
- ⇒ Religious Studies GCSE
- ⇒ Science: Triple Science: Biology, Chemistry & Physics GCSE
- ⇒ Science: Health & Social Care OCR Cambridge National Certificate Level 2
- ⇒ Technology: Food Preparation and Nutrition GCSE
- ⇒ Technology: Systems Electronics GCSE
- ⇒ Technology: Graphics GCSE
- ⇒ Technology: Design Technology Resistant Materials GCSE
- ⇒ Technology: Textiles GCSE

Alternative Package & College Course Option:

This is by recommendation only; please contact school for more details.



English Language & Literature

Subject Teachers: Mrs S Briggs, Mr P Clarke,
Mrs H Fern, Mrs B Kippax, Mrs K Matthews, Mrs C Musson, Mr M Patrick, Mrs J Raine, Mr D Webber,
Exam Board & Specification: AQA 8700/8702

Subject Information

All students study the full English Language and English Literature GCSE course and will receive two GCSEs.

There is only one tier of entry; all students sit the same examination at the end of Year 11. There are no early entry opportunities.

The course consists of reading, writing, spoken language (this no longer counts towards the final mark but is reported on students' final GCSE certificates) and literature.

What will I study and how will I be assessed?

There are **two** components studied for English Language:

- ⇒ **Component 1: Responding to Fiction and Imaginative Writing (50% of the GCSE)**
- ⇒ **Component 2: Responding to Non-fiction and Transactional Writing (50% of the GCSE)**

The following statement has been provided by Ofqual:

The preparation and assessment of spoken language is a compulsory requirement of the course of study. It will appear on all students' certificates as a separately reported grade, alongside the overall grade issued. Performance will be assessed against common assessment criteria issued by the exam boards. The criteria will address the following assessment objectives:

- ◆ *Demonstrate presentation skills in a formal setting;*
- ◆ *Listen and respond appropriately to spoken language, including to questions and feedback to presentations;*
- ◆ *Use spoken Standard English effectively in speeches and presentations.*

PARENTAL SUPPORT

- ◆ Students will be provided with copies of all texts studied for their examinations.
- ◆ It is recommended that students purchase copies of each of the texts studied which they can annotate for revision purposes. Some texts are taught in Year 10 and will be revisited throughout the course where annotated texts would be beneficial to students.
- ◆ Texts studies are detailed in the course breakdown, including ISBN numbers.
- ◆ All students will be supplied with an Edexcel Anthology.
- ◆ A revision pack will be issued prior to the external assessments.
- ◆ The internet contains many web sites, which may be used with discretion and may prove useful.

English Language

Core Subject

What will I study?

There are two components for the exam, a third component is 'spoken English' but this is not weighted in the total GCSE exam.



Component 1: Fiction and Imaginative Writing (50% of the total GCSE)	Component 2: Non-fiction and Transactional Writing (50% of the total GCSE)
Length of examination: 1 hour 45 minutes	Length of examination: 2 hours
<p>Section A: Reading 25%</p> <ul style="list-style-type: none"> ⇒ Students will respond to questions on a Fiction unseen extract. ⇒ Students must respond to all questions. ⇒ The length of the fiction extract will be approximately 650 words. ⇒ There will be a mixture of short and extended response questions on the extract. <p>This section of the paper is worth 40 marks out of 80.</p>	<p>Section A: Reading (25%)</p> <ul style="list-style-type: none"> ⇒ Students will respond to questions on 19TH and 20th /21st century non-fiction texts (including literary non-fiction). ⇒ Students must respond to all questions. ⇒ The texts will be linked by theme and one of these texts will be literary non-fiction. ⇒ The word count across the two extracts will be approximately 1000 words. The minimum length of an extract will be 300 words. <p>This section of the paper is worth 40 marks out of 80.</p>
<p>Section B: Imaginative Writing (25%)</p> <ul style="list-style-type: none"> ⇒ Students will be given the choice of two writing tasks, of which they should respond to one. ⇒ Writing tasks are linked by a theme to the reading extract. Different aspects of the theme will be reflected in each task. ⇒ One of the tasks will provide an image that students can use to help them generate ideas for their writing. Students can use the image as stimuli but do not have to stick to it. <p>This section of the paper is worth 40 marks out of 80 (16 of which are for spelling, punctuation, sentence structure and grammar).</p>	<p>Section B: Transactional Writing (25%)</p> <ul style="list-style-type: none"> ⇒ Students will be given one writing task, which they should respond to focusing on purpose and audience. ⇒ The writing task is linked by a theme to the reading extracts. ⇒ Students will develop transactional writing skills for a variety of forms, purposes and audiences. <p>This section of the paper is worth 40 marks out of 80 (16 of which are for spelling, punctuation, sentence structure and grammar).</p>

English Literature

Core Subject

What will I study?

There are two components for the exam.

Students will study the texts detailed below as part of their English Literature course. The English Faculty will provide all students with copies of the texts to be studied. It is recommended that students purchase their own copies of the texts so they can annotate within lessons to provide revision notes which will be referred back to throughout the course.

Both examinations are closed book, meaning students cannot have a copy of the texts in the examination with them.

Copies of the texts used by the English Faculty are:

'Romeo and Juliet', William Shakespeare, Heinemann Shakespeare Series
(ISBN:9780435026493)

'A Christmas Carol', Charles Dickens, Heinemann Literature Series (ISBN: 9780435124052)

'An Inspector Calls', J B Priestley, Heinemann Literature Series (ISBN: 9780435232825)



Component 1: Shakespeare and Post-1914 Literature (40% of the total GCSE)	Component 2: 19 th Century Novel and Poetry since 1789 (60% of the total GCSE)
Length of examination: 1 hour 45 minutes	Length of examination: 2 hours and 15 minutes
<p>Section A: Shakespeare (20%) 'Romeo and Juliet'</p> <p>⇒ Students will study one Shakespeare play in full. ⇒ Students will be given an extract from the play which will not be pre-released before the examination - of approximately 30 lines. They will respond to one task through close analysis of the extract. ⇒ Students will respond to a task, focused on a theme present in the extract, and explore it elsewhere in the play. THIS IS A CLOSED BOOK EXAMINATION.</p> <p>This section of the paper is worth 30 marks out of 80 (with an additional 4 marks for Spelling, Punctuation and Grammar).</p>	<p>Section A: post-1914 British Novel or Play (30%) 'An Inspector Calls'</p> <p>⇒ Students will be given a choice of two tasks based on their chosen British text of study, of which they should respond to one. ⇒ Students will be asked about a character or theme which they must explore in their response. THIS IS A CLOSED BOOK EXAMINATION.</p> <p>This section of the paper is worth 40 marks out of 80 (with an additional 4 marks for Spelling, Punctuation and Grammar).</p>
<p>Section B: 19th Century Novel (20%) 'A Christmas Carol'</p> <p>⇒ Students will study one 19th Century novel in full. ⇒ Students will be given an extract from the novel which will not be pre-released before the examination - of approximately 400 words. They will respond to one task through close analysis of the extract. ⇒ Students will respond to a task, focused on a theme present in the extract, and explore it elsewhere in the novel. THIS IS A CLOSED BOOK EXAMINATION.</p> <p>This section of the paper is worth 30 marks out of 64.</p>	<p>Section B: Poetry since 1789 (30%) 'Power and Conflict'</p> <p>⇒ Students will study a cluster of poems from the AQA anthology. ⇒ Students will be presented with one poem from the cluster they have studied, which they should compare to a poem of their choice from the same cluster. THIS IS A CLOSED BOOK EXAMINATION. ⇒ Students will be presented with two unseen poems which they will be asked to compare.</p> <p>This section of the paper is worth 62 marks out of 96.</p>

Core Subject

Mathematics

Subject Teachers: Miss J Barrett, Miss L Burns, Mr R Davies, Mr A Firth, Mr M Grainger, Mrs L Pattison, Mr M Mireku, Mr P Stout, Miss G Tait

Specification: Edexcel

Component: 1MA1

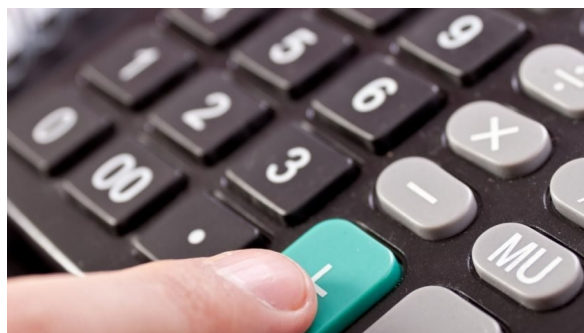
Subject Information

All students study Mathematics. It is one of the fundamental subjects underpinning all sciences and technology. All students are taught in sets. There are two tiers of GCSE entry: Higher and Foundation.

What will I study?

Mathematics enables students to develop knowledge, skills and understanding of mathematical methods and concepts, which include:

- ⇒ Number
- ⇒ Algebra
- ⇒ Ratio, Proportion, rates of change
- ⇒ Geometry & Measures
- ⇒ Probability
- ⇒ Statistics



How will I be assessed?

There are 3 written papers:

Each paper lasts:

- ⇒ 1 hour 30 minutes (Foundation)
- ⇒ 1 hour 30 minutes (Higher)

Each paper is:

- ⇒ Paper 1 is non calculator
- ⇒ Paper 2 is calculator
- ⇒ Paper 3 is calculator

Tiered papers & grades

- ⇒ Foundation Tier Grades 1–5 (achievement below 1 is unclassified)
- ⇒ Higher Tier Grades 4–9 (achievement below 4 is unclassified)

GCSE Mathematics is solely examined by written papers at the end of the course. All students will sit their exam at the end of Year 11.

Students will need their own scientific calculator as two thirds of the course is examined using one.

PARENTAL SUPPORT

There are a number of revision sites on the Internet. The BBC Bitesize site is particularly useful and can be found at www.bbc.co.uk as well as www.mymaths.co.uk

All Year 10 and 11 students have a log in to the revision website www.vle.mathswatch.co.uk

Science: Combined Science Trilogy

Core Subject

Subject Teachers: All Science Teachers

Exam Board & Specification: AQA

Component Name/Number: 8464

Subject Information

Science is about investigating how the natural world works. Our Science courses are designed to engage students' interest at every level by providing relevant and inspiring academic content and practical opportunities to undertake scientific enquiry and learn about the scientific process.

All students at Hummersknott Academy will study Combined Science Trilogy which will lead to two GCSEs, unless they opt to study triple science. Completion of the courses allows students to study Science A-levels and choose Science related careers. It is an excellent, nationally recognised preparation for continuing science courses post 16.

What will I study?

AQA GCSE Combined Science: Trilogy is designed for learners of any ability and allows students who choose to, to continue their Science education post 16. The course consists of separate biology, chemistry and physics units, taught by subject specialists and provides a firm foundation for progression to AS and A -level Sciences.

Biology

Cells and Organisation, Disease and Bioenergetics, Biological Responses, Ecology, Genetics and Reproduction.

Chemistry

Atoms, Bonding and Moles, Chemical Reactions and Energy Changes, Rates, Equilibrium and Organic Chemistry

Physics

Forces, Energy, Waves, Electricity, Magnetism and Electromagnetism , Particle Model of Matter, Atomic Structure, Energy and Waves, Particles at Work, Forces in Action, and Space.

How will I be assessed?

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas and each exam will include multiple choice, structured, closed short answer, and open response questions.

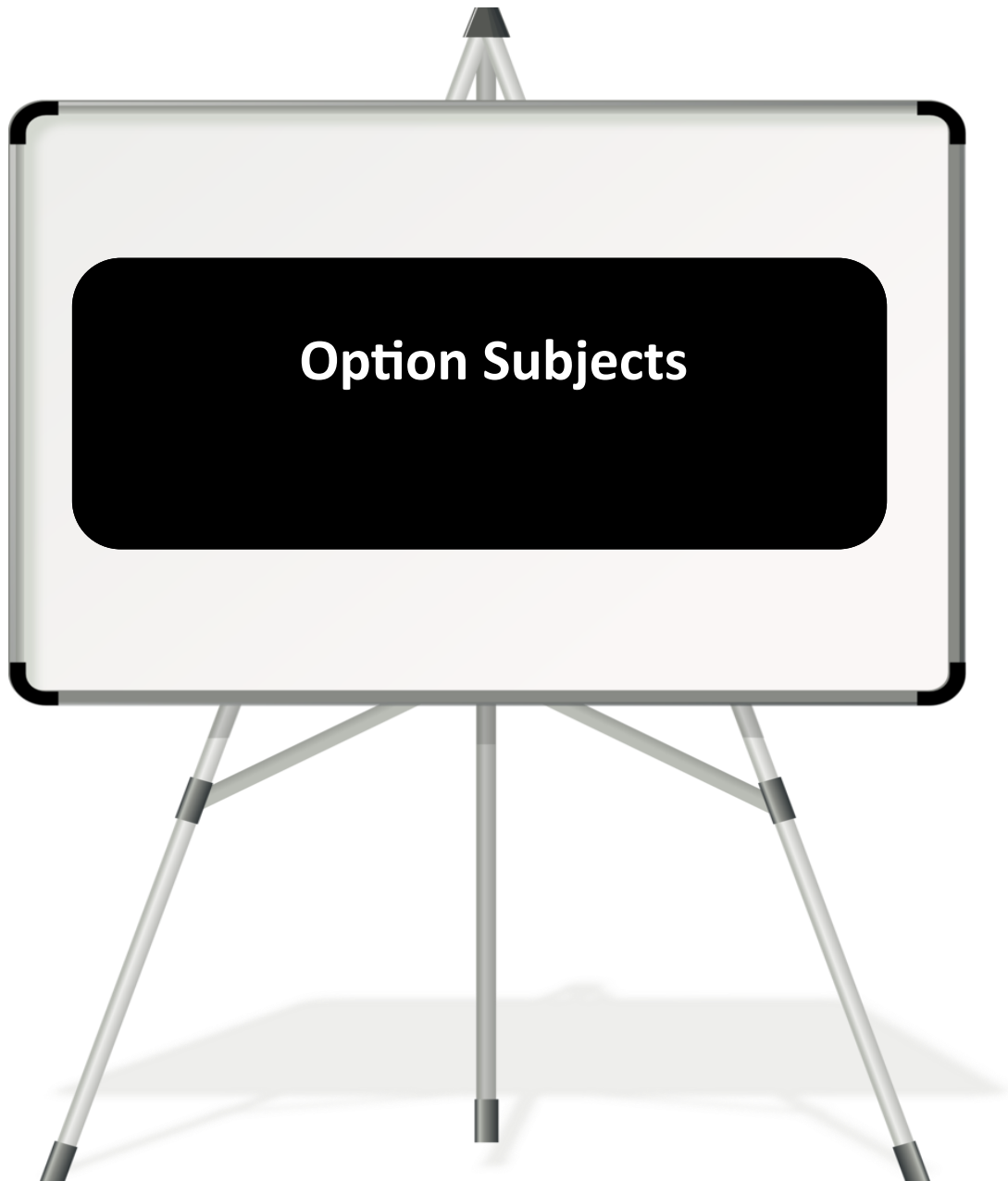
⇒ Biology Paper 1 (8464/B/1):	(1 hour 15 minutes) 70 marks worth 16.7%
⇒ Biology Paper 2 (8464/B/2):	(1 hour 15 minutes) 70 marks worth 16.7%
⇒ Chemistry Paper 1 (8464/C/1):	(1 hour 15 minutes) 70 marks worth 16.7%
⇒ Chemistry Paper 2 (8464/C/2):	(1 hour 15 minutes) 70 marks worth 16.7%
⇒ Physics Paper 1 (8464/P/1):	(1 hour 15 minutes) 70 marks worth 16.7%
⇒ Physics Paper 2 (8464/P/1):	(1 hour 15 minutes) 70 marks worth 16.7%



PARENTAL SUPPORT

Watching programmes such as Dara O'Briain's Science Club, Star Gazing Live and Brainiac. Students also have access to the digital version of the text books used in school. They have a password for Kerboodle. Accessing the BBC science website at <http://www.bbc.co.uk/science/> to encourage discussion around topics of interest in order to encourage an enthusiasm and thirst for science knowledge.

Encouraging your child to access the online text book(s) which can be used to support homework, and support revision. Various revision guides are available for AQA GCSE Chemistry, GCSE Physics and GCSE Biology. Students will be able to purchase a copy from us when they are in Year 10.



Art: Art & Design GCSE

Exam Board & Specification: AQA GCSE Art and Design 8201

Component Name/Number: Component 1: Portfolio 8201/C, Component 2: Externally Set Assignment 8201/X, (Preparation time and 10 hour exam)



Subject Information

This is a broad course exploring mainly practical, with some critical/contextual work, through a range of 2D and/or 3D processes and new media and technologies. It is an unendorsed course, which means students can work in appropriate art, craft and design materials and processes. Students are required to produce practical and contextual work associated with two or more of the endorsements listed below:

- ◆ **Fine Art**
- ◆ **Graphic Communication**
- ◆ **Textile Design**
- ◆ **3-Dimensional Design**
- ◆ **Photography: Lens-based and light-based media**

Fine Art: Painting and Drawing, mixed media (including collage and assemblage), sculpture, land art, installation, printmaking, lens-based and/or light based media and new media such as film, animation, video and photography.

Graphic Communication: Communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design, (including web, app and game), multi-media, motion graphics, signage and exhibition graphics.

Textiles: Fashion and/or costume, printed and/or dyed materials, domestic textiles, constructed and/or applied textiles and constructed and/or stitched and/or embellished textiles.

3-Dimensional Design: Ceramics, sculpture, jewellery/body adornment, exhibition design, design for television, theatre, film, interior design, product design, environmental/garden design and architectural design.

Photography: Portraiture, landscape photography, still life photography, documentary photography (photo journalism, narrative photography, reportage), fine art photography, new media (computer manipulated photography and photographic projections).

What will I study?

During the **first year of the course**, students complete at least two projects exploring a range of skills in Drawing and Painting, Sculpture, Art Textiles and Digital Media.

- ⇒ Each of the projects involves collecting visual information and research into the work of artists, craftspeople and designers. Experimentation with a wide range of 2D and 3D materials and techniques.
- ⇒ Students are encouraged to work increasingly independently as the course progresses, pushing very personal ideas as they gain experience.
- ⇒ Students are encouraged to visit galleries and museums in their own time in addition to trips we offer, depending upon relevant exhibitions such as: BAL TIC, Biscuit Factory, MIMA, Laing, Yorkshire Sculpture Park, Durham Oriental Museum and Edinburgh Galleries.
- ⇒ Where possible we have practising artists working with the students on live projects.
- ⇒ In Year 11 the students are able to focus on their strongest skills and develop personal work within them. Students will have their work displayed in a final exhibition at the end of Year 11.
- ⇒ The sketchbook is a very important part of their work and this needs to be developed both in and out of school, to provide the evidence necessary for assessment.
- ⇒ It is strongly advised that to be accepted for courses in Art & Design, at post 16 level students will have had to have studied the subject to GCSE level.
- ⇒ Students will follow the AQA Full Course in Art and Design.

Art: Art & Design GCSE



How will I be assessed?

The course is a full GCSE. The Exam Board is AQA and the syllabus is Art & Design 8201 (Full Course).

Each project is assessed using four assessment objectives.

These look for the ability to develop ideas through investigations demonstrating analytical and cultural understanding, refining ideas through experimentation with media processes, recording relevant ideas, observations and insights and presenting a personal and meaningful response demonstrating analytical and critical understanding. All coursework must be completed before the Externally Set Assignment (ESA) period begins in the January of Year 11.

Full course portfolio of work:

- ⇒ Controlled assessment - 60% of total marks.
- ⇒ The portfolio should be selected from work undertaken during the course of study and must include **more** than one project.
- ⇒ For the **Full Course** it is recommended that the **total** portfolio submission will comprise approximately 45 hours of work.
- ⇒ A response to all assessment objectives is required in the portfolio as a whole.
- ⇒ Work presented is marked by the centre and moderated by AQA.

Externally Set Assignment:

- ⇒ External assessment: 40% of total marks.
- ⇒ 10 hours sustained study in exam conditions.
- ⇒ Students respond to their chosen starting point.
- ⇒ Question papers can be issued from 1st January in the year of the exam and preparation time is given until sitting the 10 hour exam.
- ⇒ A response to all assessment objectives is required.
- ⇒ Work presented is marked by the centre and moderated by AQA.

Anything else I need to know?

The course is ideal preparation for advanced courses at the Queen Elizabeth Sixth Form College, Darlington College or Northern School of Art in a range of Art & Design based areas. These courses lead to the Foundation Studies course, which prepares students for application to degree courses or for direct entry to a range of courses in Art, Craft and Design.

The Department has strong links with QE 6th Form College and Northern School of Art.



Art: Art & Design GCSE

Careers in Art, Craft & Design

Whether you're designing ships as a naval architect or creating cutting edge art as a fine artist, the one thing that all jobs in this family have in common is creativity. So if you're an 'ideas' person and you like creating things that are useful and visually appealing, take a look at some of these jobs:

Animator, Fashion Designer, Antique Dealer, Architect, Art Valuer, Blacksmith, Bookbinder, Cabinet Maker, Cad Technician, Cartoonist, Ceramics Designer, Conservator, Design Engineer, Dressmaker, Exhibition Designer, Fashion Designer, Fine Artist, Furniture Designer, Glass Designer/Engraver, Graphic Designer, Illustrator, Landscape Designer, Medical Illustrator, Milliner, Musical Instrument Maker, Pattern Cutter, Photographer, Photographic Stylist, Prop Maker, Sign writer, Stonemason, Tattooist, Theatre Designer, Textiles Designer and Web Designer.

Creative Industries such as the arts, film, design, media and publishing need a continuous stream of fresh ideas and talent. The creative and cultural industries are increasingly recognised as not only being a "defining feature of the British National identity" and vital component of our quality of life, but also as vital to the health of the UK economy, representing £101.5bn of the UK GVA (2017), up from 2016 (Gross Value Added – measures the contribution to an economy).

The UK earns an estimated £101.5 billion a year just from the Creative Industries themselves (figures from end of 2017), this equates to £278 million a day or £11.5 million every hour.

In the UK, 1 in 11 of all jobs is involved in the Creative Industries employ almost 3 million people. 7.1% per annum (much faster than the 4.8% growth across the UK economy as a whole) .

"It is a sector that has experienced rapid growth throughout the world in the last decade. The contribution of our creative economy to overall gross domestic product is the highest across all OECD countries."

Will Hutton, Work Foundation

PARENTAL SUPPORT

- ⇒ Internet access is a big advantage and www.artcyclopedia.com links to some very good sites.
- ⇒ Visits to galleries, museums and arts events will help widen student understanding of the vast array of opportunities in Art & Design. Nearly all of these have very good websites, in particular BALTIC (www.balticmill.com), TATE (www.tate.org), V&A, British Museum, Durham University Oriental Museum, The Bowes Museum and MIMA (www.visitmima.com) will be very useful.
- ⇒ The Axis Arts website www.axisweb.org contains the work of many contemporary artists, craftspeople and designers.
- ⇒ Other very good websites are www.nationalgalleries.org www.artnet.com www.artinfo.com/modernpainters <http://www.tate.org.uk/> <http://www.thisiscolossal.com/>

Access to the following publications would be beneficial:

- ⇒ Adam Butler (2005) The Art Book Phaidon ISBN 0 7148 4487 X
- ⇒ Lynne Perrella Artists' Journals and Sketchbooks Quarry Books ISBN 1 59253 019 2
- ⇒ Janet Edmonds Three Dimensional Embroidery Batsford ISBN 13 978 0 7134 8965 1
- ⇒ Uta Grosenick (2001) Women Artists Taschen ISBN 3 8228 5854 4
- ⇒ Susannah Lawson (2006) The 20th Century Art Book Phaidon ISBN 0 7148 3542 0
- ⇒ Emma Dexter (2005) Vitamin D New Perspectives in Drawing Phaidon ISBN 0 7148 4545 5
- ⇒ Barry Schwabsky Vitamin P New Perspectives in Painting Phaidon ISBN 0 7148 4545 0

We have a dedicated Pinterest account for the Art Department and this is often referenced during the course: please follow **Hummersknott Art**.

Business: Business Studies GCSE

Subject Teachers: Mr S Birkett, Mr M Wiltshire
Specification: Edexcel GCSE Business 9-1
Component Name/Number: Edexcel Business 1BS0
Paper 1: Theme 1: Investigating small business
(Paper code: 1BS0/01) (90 minutes)
Paper 2: Theme 2: Building a business
(Paper code: 1BS0/02) (90 minutes)



Subject Information

The aims and objectives of this qualification are to enable students to:

- ⇒ know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- ⇒ apply 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 business acumen, and draw on evidence to make informed business decisions and solve business problems
- ⇒ develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- ⇒ use an enquiring, critical approach to make informed judgements
- ⇒ investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- ⇒ develop and apply quantitative skills relevant to business, including using and interpreting data.

Theme 1: Investigating small business (Paper code: 1BS0/01) 50% Total Grade	Theme 2: Building a business (Paper code: 1BS0/02) 50% Total Grade
Length of exam: 1 hour 30 minutes	Length of exam: 1 hour 30 minutes
<p>This theme contains 5 topics:</p> <ul style="list-style-type: none"> ⇒ Topic 1.1 Enterprise and entrepreneurship ⇒ Topic 1.2 Spotting a business opportunity ⇒ Topic 1.3 Putting a business idea into practice ⇒ Topic 1.4 Making the business effective ⇒ Topic 1.5 Understanding external influences on business <p>This theme is studied in the first year of the course. It is assessed through an external examination .</p> <p>The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.</p> <p>Questions in Sections B and C will be based on business contexts given in the paper.</p>	<p>This theme contains 5 topics:</p> <ul style="list-style-type: none"> ⇒ Topic 2.1 Growing the business ⇒ Topic 2.2 Making marketing decisions ⇒ Topic 2.3 Making operational decisions ⇒ Topic 2.4 Making financial decisions ⇒ Topic 2.5 Making human resource decisions <p>This theme is studied in the first year of the course. It is assessed through an external examination. Grades awarded will be in line with the new 9-1 requirement.</p> <p>The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.</p> <p>Questions in Sections B and C will be based on business contexts given in the paper.</p>

Business: Business Studies GCSE



How will I be assessed?

Assessment will be in the form of two 90 minute exam papers, one from each of the two course themes. Students must draw on their knowledge and understanding of Theme 1 and Theme 2 topics to apply a range of quantitative skills relevant to business contexts. This includes calculations and the interpretation, use and limitation of quantitative and qualitative data in business contexts to support, inform and justify business decisions. These will be embedded within the examinations for this qualification.

Anything else I need to know?

Studying GCSE Business allows you to gain a greater understanding of the world of work and the different areas of business that you can work in. GCSE Business Studies is an excellent foundation for further study on Level 3 courses such as AS/A Level and BTEC in Business, Economics and Accounting.

Careers in Business Studies

There are numerous jobs and careers to which Business provides an important contribution, not only in its content but also in its methods and the skills it teaches e.g. Accounting and Finance, Professional Services, Human Resources, Logistics, Management & Administration, Information Services and Marketing to name but a few!

PARENTAL SUPPORT

Watching programs such as The Apprentice, Watch Dog, Undercover Boss, Dragon's Den, The Hotel Inspector and discussing these with your child will help to reinforce business terminology as well as give examples of business in the 'real' world. Watching and discussing the news headlines, particularly business and economic news can help students to understand some of the more difficult concepts of the course such as interest rates, exchange rates and effects on imports/exports.

Encouraging your child to use the Bromcom system. All student homework activities will be logged on the Bromcom system. Students will be able to access all relevant resources to aid them with the completion of any homework tasks assigned.

Computing: GCSE Computer Science

Subject Teacher: Mr W Jackson

Specification: OCR Computer Science/J276

Component Name/Number:

J276/01 - Computer systems: 1 hour 30 minutes exam

J276/02 - Computational thinking, algorithms and programming: 1 hour 30 minutes exam



Subject Information

GCSE Computing lays the foundations for a very exciting and dynamic career path. There is a recognised skills shortage in all areas of computing from software programming through to technical support and the GCSE curriculum introduces a variety of these concepts.

- ⇒ You will look inside a computer and learn about the hardware components which make up a computer unit.
- ⇒ You will understand in more detail the wired and wireless networks we all rely on and take for granted.
- ⇒ You will learn about the principles of computer programming and develop the techniques to create text based programs.
- ⇒ You will have the opportunity to demonstrate your programming skills through an exam board project.

There are very clear progression routes for further academic study as well as a vast on-line 'community' of freely available advice and resources to enhance and develop your knowledge and understanding.

The Computing GCSE we are delivering (OCR) has been approved by the BCS (The Chartered Institute of IT) to be included in the English Baccalaureate (EBacc).

Computing is mathematically-based and most of the concepts require students to have a very high understanding of mathematical concepts. Therefore, we encourage that students interested in Computing have a GCSE Maths target grade of at least a 7.

What will I study?

This course consists of three units. *(NEITHER UNIT 1 OR 2 EXAMS ALLOW THE USE OF A CALCULATOR) but only the Unit 1 and Unit 2 exams contribute to the final grade.*

<p>Unit 1: Computer Systems 40% of the Total GCSE Length of exam: 1 hour 30 minutes 80 Mark written theory based exam</p> <p><i>Exam does not allow the use of a calculator</i></p>	<ul style="list-style-type: none"> ⇒ Systems Architecture ⇒ Memory ⇒ Storage ⇒ Wired and wireless networks ⇒ Network topologies, protocols and layers ⇒ System security ⇒ System software ⇒ Ethical, legal, cultural and environmental concerns
<p>Unit 2: Computational Thinking, Algorithms & Programming 40% of the Total GCSE Length of exam: 1 hour 30 minutes 80 Mark written theory based exam</p> <p><i>Exam does not allow the use of a calculator</i></p>	<ul style="list-style-type: none"> ⇒ Algorithms ⇒ Programming techniques ⇒ Producing robust programs ⇒ Computational logic ⇒ Translators and facilities of languages ⇒ Data representation
<p>Programming Project</p> <p>This is a formal requirement, which must be submitted to the exam board but does not contribute to the final overall grade. It will be completed in normal lessons over a period of 20 hours. It evidences the practical application of concepts which will then be examined in Paper 2: Computational Thinking, Algorithms & Programming.</p>	

Computing: GCSE Computer Science



Anything else I need to know?

This course is recognised and accepted by colleges for entry on to further education courses. These include:

- ⇒ Level 3 qualifications, such as IT (Software Development) and IT (Systems, Support and Networking).
- ⇒ Academic qualifications, such as GCSE or A Level in ICT or Computing.
- ⇒ Apprenticeships at both Level 2 and 3.
- ⇒ Employment within many sectors such as technology, science, media.

Current courses offered by local colleges include:

- ⇒ **Queen Elizabeth Sixth Form College:**
 - IT Technical Diploma – Level 3
 - A Level – Computer Science
- ⇒ **Darlington College:**
 - IT: Systems Support and Networking – Level 3
 - IT: Computer Programming and Software Development – Level 3
 - Apprenticeships – Level 2 & 3

Careers in Computing

Employment within many sectors such as technology, science, media. Many of the jobs that you will be employed in have not been invented yet and knowing how things work and being able to design and produce systems will help create these jobs. Specific areas include:

Systems Engineer, Data Analyst, Technical Support, Network Engineer, Computer Programmer, Software Developer.

PARENTAL SUPPORT

As a lot of this course is practical we will be using programming software which is readily available and usually free. This will allow students to download a version onto their home machines (PC, Laptop, Tablet etc.) to enable them to practice the skills outside of the classroom.

It is essential that students are able to practice using the Python programming language which can be obtained from the following sites as a free and safe download:

- ⇒ <http://www.python.org/>
- ⇒ <http://thonny.org/>

Access to the internet will also be important so that students can use a variety of on-line resources and sites. One example is Code Academy: <https://www.codecademy.com/learn/python>

Any issues or concerns should be emailed to the Subject Teacher/Head of Department so that the Academy can act early in addressing any problems and provide your child with the best possible chance to succeed.

Drama: GCSE

Subject Teacher: Mr P Imerson

Exam Board & Specification: EDEXCEL GCSE Drama 1DR0

Component 1: 1DR0/01 Devising

Component 2: 1DR0/02 Performance from Text.

Component 3: 1DR0/03 Theatre Makers in Practice. 1 hour 30 minutes



Subject Information

The Edexcel GCSE in Drama is a natural progression from the Drama and English studied within Key Stage 3 and builds on knowledge, understanding and skills previously learned. To have a drama qualification shows an ability to work successfully as an individual and part of a group using practical, creative and critical skills.

Drama is significantly linked with English and therefore a great extension to the work studied in both Literature and English Language. It shows an ability to develop spoken language and understanding of text in a creative format. Many of the skills learned will be highly valued by future employers, even if students do not continue to study Drama. If students do continue to study Drama in further and higher education they will have an excellent foundation in the Performing Arts, English Language, English Literature and Creative Media fields.

What will I study?

GCSE specifications in Drama require students to study a minimum of one complete text and a minimum of two extracts from a second contrasting performance text. GCSE specifications in Drama require learners to participate in the performance of a devised piece and an extract from one of the performance texts studied.

Drama GCSE has three components, one of which will be a 40% written exam. The other two components will be non-examined assessment.

<p>Component 1: Devising Overview 40% of the total GCSE</p>	<ul style="list-style-type: none"> ⇒ Students will work in a group and develop ideas to create a piece of Drama. ⇒ Students will be able to devise from their own choice of stimulus. ⇒ They will perform this piece of work. ⇒ Students can perform in a group sized from 3-6 performers. ⇒ Students can be assessed as either an actor or designer (lights, sound or set).
<p>Component 2: Performance from Text Overview 20% of the total GCSE</p>	<ul style="list-style-type: none"> ⇒ Students will interpret and explore a performance text, and perform two key extracts from it. Alternatively if students would prefer to be assessed as designers and not actors they can be assessed as design candidates- lighting, costume or set design. ⇒ Students can perform a monologue, or as part of a duologue or a group. ⇒ Students do not have to perform the same role in each extract. ⇒ The maximum group size is 8 students. ⇒ Groups can include one designer from each design role. The design roles are: lighting, sound and costume.

Drama: GCSE



Cont....

What will I study?

<p>Component 3: Theatre Makers in Practice Overview 40% of the total GCSE</p>	<ul style="list-style-type: none"> ⇒ This is an externally set and assessed examination. ⇒ The exam is 1 hour and 30 minutes. ⇒ The exam is out of 60 marks. ⇒ The paper will include short and extended writing tasks. ⇒ The exam will be made up of two sections: ⇒ Section A: Students will practically explore a set text in order to be able to answer short and extended response questions. ⇒ Section B: Two questions requiring students to evaluate a live theatre performance.
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How will I be assessed?

You will be assessed in 3 Components:

- ⇒ Component 1 includes a practical group devised performance and the choice of a written diary or VLOG! You will be assessed by your teacher and marks will be moderated by Edexcel. This component is 40% of your final GCSE grade.
- ⇒ Component 2 is a performance of a scene from a scripted play. This is assessed by an examiner and worth 20% of your final GCSE grade.
- ⇒ Component 3 is a written exam. The exam consists of 5 questions on a text we will study and 2 questions on a live performance we will watch and study. This component is 40% of your final GCSE grade.

Anything else I need to know?

The course is ideal preparation for studying Level 3 courses in Drama, Theatre and Media based areas at QE Sixth Form, Darlington College, Durham New College, Stockton and Riverside College.

Careers in Drama

Jobs directly relating to a degree in Drama and Theatre:

Actor/Actress, Stage Manager, Administrator, Teacher, Drama Therapist, Television Production Assistant, Radio Presenter, Theatre Director.

Jobs where drama and theatre may be useful:

PARENTAL SUPPORT

- ⇒ Portfolio work is prepared at home and parents are asked to encourage their child to work consistently hard. Portfolio work does influence final grades and is essential in Units 1 and 2.
- ⇒ Students are encouraged to visit local theatre shows.

Geography: GCSE

Subject Teachers: Miss A Jackson, Mr N Kelvey-Brown, Mrs J Bailey.

Exam Board & Specification: AQA

AQA Geography 8035

Paper 1 8035/1 – Living with the physical environment 1hour 30 minutes

Paper 2 8035/2 – Challenges in the human environment 1 hour 30 minutes

Paper 3 8035/3 – Geographical Application 1 hour 15 minutes



Subject Information

The Geography that you will learn over the next two years will focus largely on modern problems and making sense of the world in which we live. The topics covered will be more about ideas and skills rather than simply gathering and having to remember numerous facts. Being a good Geographer in this millennium is about having an interest in anything you see, hear or read about places and environments.

What will I study?

This **GCSE Course** is based on the study of both Physical and Human Geography and tackles a wide range of issues and questions which promotes the use of thinking skills and decision making techniques. It provides an excellent background to the world in which we live as well as developing spatial awareness, research and investigational skills. The course is delivered by individual/group and paired work, teacher led delivery, video resources, websites and textbooks . There are three subject modules:

Paper 1: The Physical Environment

Section A: The Challenges of Natural Hazards

- i) Tectonics
- ii) Tropical Storms
- iii) Extreme Weather in the UK
- iv) Climate Change

B) Physical Landscapes in the UK

- i) Rivers
- ii) Glaciation

C) The Living World

- i) Tropical Rainforests
- ii) Hot Deserts

Paper 2: Challenges in the Human Environment

Section A: Urban Issues and Challenges

- i) The global pattern of urban change
- ii) Urban growth in and LIC (Mumbai, India)
- iii) Urban challenges and opportunities in the UK
- iv) Sustainable development of urban areas

Section B: The Changing Economic World

- i) Economic development and quality of life
- ii) Reducing the global development gap
- iii) Economic development in Nigeria
- iv) Economic change in the UK

Geography: GCSE

Cont....

What will I study?



Section C: The Challenge of Resource Management

Concentrating on Food supply

Paper 3: Geographical Applications

Section A: Pre Release Issue Evaluation (the big picture)

How will I be assessed?

The Geography Course available this year is AQA Syllabus 8035.

It is assessed in the summer of year 11 by three written papers:

- ⇒ Unit 1 - Living with the Physical Environment - one exam of 1 hour 30 minutes, 35% of the total marks.
- ⇒ Unit 2 – Challenges in the Human Environment - one exam of 1 hour 30 minutes, 35% of the total marks.
- ⇒ Unit 3 – Geographical Applications - one exam of 1 hour and 15 minutes, 30% of the total marks.

Units 1 & 2 have a familiar feel as end of course exams. Unit 3 is a new method of assessment for this course. In the past students have completed a controlled assessment, and before that a piece of coursework, both of which were done during the 2 years prior to the exams. Now there is a third exam (Unit 3) which contains 2 elements:

- a) During the course students will have to do 2 pieces of fieldwork (on a single day) and they will write up this work. The exam tests them on this process.
- b) There is a set of 'pre-release material' which the school receives in March and which students will study in the six weeks leading up to the Summer exams.

All exams have a single tier of entry which assesses all grades.

Anything else I need to know?

A recent survey of employers showed that, "after Maths and English, Geography is rated as one of the most useful subjects because of the number of different skills used to study the subject". There are numerous jobs and careers to which Geography provides an important contribution, not only in its content but also in its methods and the skills it teaches. Geographers can be found in Professional Services, Leisure & Tourism, Management & Administration, Business & Finance, Environmental Management, Information Services to name but a few! Employers like to see Geography on a list of qualifications because of the skills covered and disciplines developed. There is a real skills shortage of surveyors and architects currently; Geography is key to these careers.

Geography: GCSE



Careers in Geography

Whilst studying Geography develops a wide range of employable skills there are certain areas of employment where geographers are very often employed. These include: Urban planner, community development, cartographer, GIS specialist, climatologist, transportation management, environmental management, writer/researcher, teaching, emergency management, demographer, Foreign Service, marketing, librarian/information scientist, National Park service ranger, real estate appraisal.

PARENTAL SUPPORT

The Geography Department will advise parents as to the best support material to buy – please contact Miss A Jackson, Subject Leader: hjc@hummersknott.org.uk

History: GCSE

Subject Teachers: Miss N Austin, Mrs M Brown, Mr J Salmond

Exam Board & Specification: Edexcel

Component Name/Number: (1H10)



Subject Information

Last year a **new and exciting History course was introduced** which encompasses a wide range of themes, historical events and eras so you can understand the past and its impact on the world around you. In order to build a better future for our world, we need to understand the past.

This GCSE course is based on the study of both International and British History and builds on the topics you studied in years 7 to 9 so you can confidently develop your understanding of History while at the same time improving those skills required for work like investigation, research and the analysis of information.

You will be taught in mixed ability groups using a variety of different teaching and learning styles including individual / group work, quizzes and games, video resources, websites, field trips, textbooks, drama and role play.

This course includes the following content :

<p>A thematic study (Medicine in Britain)</p>	<p>The treatments for disease, surgery and changing attitudes towards public health through the ages. It shows how and why spiritual treatments for disease developed into more natural cures and shows how, more recently, disease has been conquered through scientific developments. We trace the development of surgical operations through time and the influences that led to a reduction in pain, infection and blood loss and how war influenced developments in surgery. Finally, we investigate changing attitudes towards public health and personal hygiene through a growing education of working people and the discovery of the link between filth and disease.</p>
<p>A study of the Historic environment (The British Sector of the Western Front)</p>	<p>Designed to help support the thematic study of Medicine. Through knowledge of national and local sources we will investigate the conditions requiring medical treatment on the Western Front, including the problems of ill health and the nature of wounds from rifles and explosives. We explore the work of the RAMC and FANY, stretcher-bearers and the underground hospital at Arras. We trace the development and significance of the Western Front for experiments in surgery and medicine: the development of x-rays; blood transfusions and moves towards aseptic surgery.</p>
<p>A period study covering at least 50 years (The American West)</p>	<p>Plains Indians: their beliefs and way of life; the impact of European settlement on their way of life and how their way of life was eventually destroyed. We explore how and why European migration created conflict and tension between the settlers and Plains Indian. We trace the development and settlement in the West through the ranching and cattle industry; the railroad network and the gold prospecting. We look at the problems of lawlessness in the early towns and attempted solutions including the significance of Billy the Kid, OK Corral and Wyatt Earp.</p>
<p>A British depth study (Elizabethan England)</p>	<p>The reign of Elizabeth I from 1558 to 1588. The issues of her legitimacy; religious divisions in England, problems with Spain. How she negotiates a settlement of religion between Protestants and Catholics and the problem of Mary Queen of Scots. We examine the plots and revolts. We trace the deterioration in relations with Spain which eventually results in The Armada and look at developments in Elizabethan Society with education and leisure.</p>
<p>A non-British depth (Germany 1918-1939)</p>	<p>Causes of the development of Nazism and its impact in Germany. The conditions in Weimar Germany as a basis for explaining Hitler's rise to power, the appeal and impact of National Socialism. A Nazi dictatorship; Nazi policies and attitudes towards the Church, youth, women, the economy and racial minorities and opposition to the Nazi.</p>

History: GCSE



How will I be assessed?

There will be three examination papers taken at the end of Year 11. There are clear questions and accessible language used throughout the exams, so you can understand what you are being asked to do. Every year the questions will begin with the same sentence openers so you will know what to expect.

There is a maximum of two topics covered in every exam, so you don't need to switch between topics too often in an exam and the exams are shorter, so you are less likely to get tired during your exam. For questions that are worth a lot of marks you will be given two ideas to act as a prompt to help you focus your answers.

Paper 1 British Thematic Study— Medicine in Britain, c1250 to present and The British sector of the Western Front: injuries, treatment and the wounded **1HIO/11:**

- ⇒ 52 marks
- ⇒ 30 % Weighting
- ⇒ Length of examination: 1 hour 15 minutes

Paper 2

Paper 2 Period Study & British Depth Study—Early Elizabethan England and American West **1HIO/25**

- ⇒ 64 marks
- ⇒ 40 % Weighting
- ⇒ Length of examinations: 1 hour 45 minutes

Paper 3

Modern Depth Study—Section A and Section B **1HIO/31**

- ⇒ 52 marks
- ⇒ 30 % weighting
- ⇒ Length of examination: 1 hour 20 minutes

Anything else I need to know?

History is very practical, because it involves:

- ◆ Learning about people
- ◆ Learning about countries
- ◆ Learning to locate and sift facts
- ◆ Presenting what you've learned in a way that makes sense to others - whether in graphs, essays or illustrated reports - and having the confidence to defend your findings.

Careers in History

Here are just a few of them: Architecture, Accountancy, Conservation, Doctor, Police, Fashion Design, Film/TV, Social Work, Solicitor, Lawyer, Teaching, Town Planning, Travel Agent and many more.

Solicitor, Teaching, Town Planning, Travel Agent, Travel Representative and many more.

PARENTAL SUPPORT

The exam board publish a wide range of materials through their publishers *Pearson* which are easily purchased online. It could be helpful for students to have their own copy of the four textbooks we use in class – please contact Miss Austin has@hummersknott.org.uk for more information.

Where possible, we arrange day trips to Middlesbrough Theatre, Durham Cathedral, Thackeray Medical Museum to help support your studies. We have attended revision conferences with other schools in Manchester and Leeds. Last year we ran a residential trip to London to include the Old Operating Theatre; Florence

IT: Cambridge National Level 2

Subject Teachers: Mr W Jackson and Mr M Wiltshire

Exam Board & Specification: OCR Cambridge National in Information Technologies/J808

Component Name/Number:

J808/RO12: Understanding tools, techniques, methods and processes for technological solutions: 1 hour 45 minutes

J808/RO13: Developing technological solutions: 20 hour set assignment



Subject Information

Having a qualification in IT skills is important – in 2016 a Department for Business and Innovation report found that 72 % of large companies and 49% of small and medium sized enterprises were suffering digital skills shortages. Having a recognised IT Skills qualification therefore will contribute significantly to a student’s future employability as well as provide an opportunity to develop skills in problem solving and presentation.

Information Technology students will be able to confidently plan, implement and evaluate solutions to a variety of different problems for example, planning a music festival to calculating profit from a mini-enterprise activity and will include projects such as an internet safety campaign and designing a website.

Students will develop real project management skills which will be relevant for both further study and future employment.

What will I study?

The course covers 2 key areas:

1. Understanding tools, techniques, methods and processes for technological solutions

This topic is all about learning how to plan and then monitor the development of a solution including an understanding of:

- ⇒ Tools and techniques that can be used to initiate and plan solutions
- ⇒ How data and information can be collected, stored and used
- ⇒ The factors to be considered when collecting and processing data and storing data/information
- ⇒ The different methods of processing data and presenting information

It will involve the use of a variety of different software to assist in the planning process and will be delivered through a series of tasks and projects.

2. Developing technological solutions

Preparing for this topic will involve learning advanced tools and techniques used in important software such as spreadsheets and databases. Students will then be able to:

- ⇒ Initiate and plan a solution to meet an identified need
- ⇒ Import and manipulate data and then present as information
- ⇒ Review and evaluate the development of the solution.

IT: Cambridge National Level 2



Cont.....

What will I study?

3. Key Concepts

Practical tasks such as planning a fashion show or music festival through to mini-enterprise ideas will allow students to develop their understanding of the following concepts:

- ⇒ Specific planning tools such as gantt and flow charts
- ⇒ Planning concepts such as workflow and milestones
- ⇒ Methods of data collection and processing it into information
- ⇒ Techniques to present information effectively
- ⇒ Threats to data and laws governing the use of data
- ⇒ Iterative review of the progress and development of a project as well as final evaluation against success criteria

How will I be assessed?

This will be assessed through an extended project and a final exam in Year 11.

The project will involve a set of tasks set by the exam board each of which will allow the student to demonstrate their:

- ⇒ Planning and design skills
- ⇒ Understanding of a range of software skills
- ⇒ Ability to present information
- ⇒ Ability to evaluate the solution throughout its development.

Exam	Exam currently contributes to 50% of the final mark 1 hour 45 minutes
Extended Project	Project currently contributes to 50% of the final mark 20 hour set assignment
Graded	Level 2: Distinction* through to Pass—GCSE equivalent level 4-9 Level 1: Distinction through to Pass—GCSE equivalent level 1-3

IT: Cambridge National Level 2



Anything else I need to know?

Progression from this course would include:

QE

- ⇒ IT Technical Diploma – Level 3
- ⇒ A Level – Computer Science

Darlington College

- ⇒ IT: Systems Support and Networking – Level 3
- ⇒ IT: Computer Programming and Software Development – Level 3
- ⇒ Apprenticeships – Level 2 & 3

Careers in Information Technology

There are a huge number of exciting career opportunities in ICT and in such a fast changing world many more will be created in the future. Examples include:

- ⇒ Graphics Designer
- ⇒ Systems Engineer
- ⇒ Data Analyst
- ⇒ Web Designer
- ⇒ Technical Support
- ⇒ Network Engineer
- ⇒ Computer Programmer
- ⇒ Software Developer

However the project planning skills developed by this course are also relevant in many non - ICT based careers.

PARENTAL SUPPORT

Ideally:

- ⇒ Access to a computer (laptop/desktop).
- ⇒ Microsoft Office or equivalent (free downloads such as OpenOffice or cloud based such as Google Drive)
- ⇒ Some specialist software will be used in school but advice can be given on purchase if parents wish to have the programs at home.
- ⇒ Awareness of coursework demands and deadlines.
- ⇒ Practical examples of how ICT is used in work.

IT: Creative I-Media

Creative I-Media

Subject Teachers: Mr W Jackson and Mr M Wiltshire

Exam Board & Specification: Level 1/2 Cambridge National Certificate in Creative iMedia J817

Component Name/Number: Two Mandatory Units:

J817/RO81: Pre-production skills: 1 hour 15 minutes exam

J817/RO82: Creating digital graphics: Set assignment

Two Additional Units: both assessed via set assignments



Subject Information

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. This qualification will help students develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media.

The course is designed to develop your knowledge of different software and your ability to create 'e-products' such as websites, mobile phone apps and interactive content. Creative iMedia also concentrates on developing solutions as part of a project, with 75% of the final grade dependent on coursework based assessment.

The mandatory units of pre-production and creating digital graphics underpin the qualification and reflect key industry skills. The pre-production skills unit is assessed through an examination and contributes 25% of the marks for the Certificate size qualification.

What will I study?

The Pre-Production unit (R081) is assessed via a 1 hour 15 minute exam and lays the foundations for the rest of the course. It covers concepts such as:

- ⇒ Learning about how to make effective use of mood boards, mind maps, visualisation diagrams, scripts and storyboards.
- ⇒ Planning production using tasks, work flow, milestones and timescales.
- ⇒ Health and safety considerations and an awareness of copyright law.
- ⇒ Digital file formats.

Following this initial unit there will be a further mandatory unit (R082) where students will have the opportunity to develop their digital image editing skills by tackling a brief set by the exam board. They will apply skills learnt in Unit R081 as well as learning how to use digital image software to produce images according to specific criteria.

Two further units will be selected from the list below and these will depend on available resources and suitability of design brief. All units require skills developed in R081 and are examined via an assignment set by the exam board

IT: Creative I-Media

Creative I-Media

What will I study?



Units	Qualification title	GLH	Certificate 120 GLH
Mandatory			
R081: Pre-production skills	Written paper 1 hour 15 minutes	30	M
R082: Creating digital graphics	Centre assessed task, OCR moderated	30	M
Optional			
R083: Creating 2D and 3D digital characters	Centre assessed task, OCR moderated	30	O
R084: Storytelling with a comic strip	Centre assessed task, OCR moderated	30	O
R085: Creating a multipage website	Centre assessed task, OCR moderated	30	O
R086: Creating a digital animation	Centre assessed task, OCR moderated	30	O
R087: Creating interactive multimedia products	Centre assessed task, OCR moderated	30	O
R088: Creating a digital sound sequence	Centre assessed task, OCR moderated	30	O
R089: Creating a digital video sequence	Centre assessed task, OCR moderated	30	O
R090: Digital photography	Centre assessed task, OCR moderated	30	O
R091: Designing a game concept	Centre assessed task, OCR moderated	30	O
R082: Developing digital games	Centre assessed task, OCR moderated	30	O

Key: M = mandatory unit O = optional unit

How will I be assessed?

This will be assessed through the completion of 4 units: 1 unit is a 1 hour 15 minute exam, 3 further units are assessed via assignments set by the exam board.

Each unit follows a similar cycle where-by new skills are developed and then students must plan, create and review their individual solution to the brief set by the exam board. These units are assessed in school but then moderated by the exam board.

Mandatory Unit:	Pre-production skills
Exam	1 hour 15 minutes
Mandatory Unit:	Creating digital graphics
2 further units to be studied may include:	
	R085: Creating a multipage website
	R087: Creating interactive multimedia products
Graded	Level 2: Distinction * through to Pass - GCSE equivalent level 4-9 Level 1: Distinction through to Pass - GCSE equivalent level 1-3

IT: Creative I-Media

Creative I-Media



Anything else I need to know?

Progression from this course would include:

QE

- ⇒ IT Technical Diploma – Level 3
- ⇒ A Level – Computer Science

Darlington College

- ⇒ IT: Systems Support and Networking – Level 3
- ⇒ IT: Computer Programming and Software Development – Level 3
- ⇒ Apprenticeships – Level 2 & 3

Careers in Information Technology

There are a huge number of exciting career opportunities in ICT and in such a fast changing world many more will be created in the future. However the project planning skills developed by this course are also relevant in many non - ICT based careers.

- ⇒ Graphics Designer
- ⇒ Systems Engineer
- ⇒ Data Analyst/Web Designer
- ⇒ Technical Support
- ⇒ Network Engineer
- ⇒ Computer Programmer
- ⇒ Software Developer

PARENTAL SUPPORT

- ⇒ Access to a computer (laptop/desktop).
- ⇒ Microsoft Office or equivalent (free downloads such as OpenOffice or cloud based such as Google Drive)
- ⇒ Some specialist software will be used in school but advice can be given on purchase if parents wish to have the programs at home.
- ⇒ Awareness of coursework demands and deadlines.
- ⇒ Practical examples of how ICT is used in work.

Modern Foreign Languages:

French



Subject Teachers: MFL French Teachers

Exam Board & Specification: AQA 8658 www.aqa.org.uk

Component Name/Number:

Paper 1- Listening

8658/LH (Higher) 45 minutes

8658/LF (Foundation) 35 minutes

Paper 2- Speaking

8658/SH (Higher) 10-12 minutes with 12 minutes preparation time

8658/SF (Foundation) 7-9 minutes with 12 minutes preparation time

Paper 3- Reading

8658/RH (Higher) 1 hour

8658/RF (Foundation) 45 minutes

Paper 4- Writing

8658/WH (Higher) 1 hour 15 minutes

8658/WF (Foundation) 1 hour

Subject Information

Course aims:

- ⇒ Develop ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy.
- ⇒ Express and develop thoughts and ideas spontaneously and fluently.
- ⇒ Listen to and understand articulated, standard speech at near normal speed.
- ⇒ Deepen knowledge about how language works and enrich vocabulary in order to increase independent use and understanding of extended language in a wide range of contexts.
- ⇒ Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts.
- ⇒ Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- ⇒ Be encouraged to make links to other areas of the curriculum to enable bilingual and deeper learning.
- ⇒ Develop language-learning skills for immediate use and to prepare for further language study.
- ⇒ Develop language strategies, including repair strategies.

What will I study?

Students study the following three themes, upon which all their assessments are based:

- ⇒ Theme 1: Identity and Culture
- ⇒ Theme 2: Local, national, international and global areas of interest
- ⇒ Theme 3: Current and future study and employment

These themes are broken down into 8 topics, many of which students have studied during KS3. Some of these include Free Time, School, Travel & Holidays, Local Area & the Environment, Work & Future Aspirations.

Modern Foreign Languages:

French



How will I be assessed?

This French GCSE is linear which means that all students will sit all their exams at the end of the GCSE course. There is a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier, and in the same examination year.

<p><u>Paper 1: Listening</u></p> <p>25% Final Exam</p> <p>Foundation or Higher Tier</p> <p>May Year 11</p>	<p>⇒ Foundation Tier—35 minutes exam</p> <p>⇒ Higher Tier—45 minutes exam</p> <p>⇒ Section A—questions to be answered in English or non-verbally</p> <p>⇒ Section B—questions to be answered in French or non-verbally</p> <p>⇒ Both tiers will follow the same format</p>
<p><u>Paper 2: Speaking</u></p> <p>25% Foundation or Higher Tier</p> <p>April/May Year 11</p>	<p>⇒ This is non exam assessment. The speaking test will last 7-9 minutes + preparation time at Foundation Tier and 10-12 minutes + preparation time at Higher Tier</p> <p>⇒ The speaking will be assessed through a role-play, a photo card and a general Conversation</p>
<p><u>Paper 3: Reading</u></p> <p>25% Final Exam</p> <p>Foundation or Higher Tier</p> <p>May Year 11</p>	<p>⇒ Foundation Tier—45 minutes exam</p> <p>⇒ Higher Tier—1 hour exam</p> <p>⇒ Section A—questions to be answered in English or non-verbally</p> <p>⇒ Section B—questions to be answered in French or non-verbally</p> <p>⇒ Section C—translation from French into English (35 words for Foundation; 50 words for Higher)</p> <p>⇒ Both tiers will follow the same format</p>
<p><u>Paper 4: Writing</u></p> <p>25% Final Exam</p> <p>Foundation or Higher Tier</p> <p>May of Year 11</p>	<p>This is in the format of a written exam lasting 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)</p> <p>The Foundation Tier will have 4 questions;</p> <ol style="list-style-type: none"> 1. A short message in French of 4 sentences. 2. A short passage of about 40 words in French responding to 4 bullet-points. 3. A translation of just over 35 words into French. 4. A structured writing task of about 90 words in French from a choice of two questions. <p>The Higher Tier will have 3 questions;</p> <ol style="list-style-type: none"> 1. A structured writing task of about 90 words in French responding to 4 bullet-points, with a choice of two questions. 2. An open-ended writing task of about 150 words in French, with a choice from two questions. 3. A translation of just over 50 words into French.

Modern Foreign Languages:

French



Anything else I need to know?

We use a range of teaching resources when delivering our KS4 curriculum, including text books (Studio AQA GCSE French Foundation and Higher), authentic texts, software, websites, realia and various audio-visual resources.

Progression opportunities—Studying for a GCSE in a Modern Foreign Language offers great opportunities for young people in today's global society. It equips students with increased communication skills and confidence as they move on to further studies or to the world of work. A level courses are available at QE 6th Form College for those who choose to further their language skills and a language A level is a facilitating subject for Russell Group universities. In general, employers value the skills that studying a Modern Foreign Language develops and people with language qualifications are seen as highly employable.

Careers in Modern Foreign Language French

Potential careers include banking, sales & marketing roles, translator, journalist, accountant, teacher, market researcher, recruitment consultant, lawyer, air steward, travel advisor, financial advisor, personal assistant and many more.

PARENTAL SUPPORT

Parents can help students to succeed by ensuring that their child has a bilingual dictionary and is completing weekly homework as indicated on Bromcom. There are also useful websites such as: Duolingo, GCSEbitesize www.bbc.co.uk/schools/gcsebitesize French, Vocabexpress and the AQA website (www.aqa.org.uk) with sample assessments, past papers, marking criteria and further subject guidance. This information and more, can also be found on the Hummersknott Learning Gateway (HLG) in Subjects European Languages KS4. There are also very good revision guides which can be purchased online or at any good bookshop. We would recommend the following books to support revision:

- ⇒ **Revise AQA GCSE French Revision Guide (9-1) ISBN 978 1 292 13142 9**
- ⇒ **Revise AQA GCSE French Revision workbook (9-1) ISBN 978-1-292 13135 1**

Modern Foreign Languages:

German



Subject Teacher: Mr M Page, Mrs C Raine

Exam Board & Specification: AQA GCSE German 8668

Entry Code: 8668F (Foundation Tier) 8668H (Higher Tier)

Paper 1: Listening **Paper 2:** Speaking **Paper 3:** Reading **Paper 4:** Writing

Website: www.aqa.org.uk

Subject Information

Course Aims:

- ⇒ Develop ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy.
- ⇒ Express and develop thoughts and ideas spontaneously and fluently.
- ⇒ Listen to and understand articulated, standard speech at near normal speed.
- ⇒ Deepen knowledge about how language works and enrich vocabulary in order to increase independent use and understanding of extended language in a wide range of contexts.
- ⇒ Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts.
- ⇒ Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- ⇒ Be encouraged to make links to other areas of the curriculum to enable bilingual and deeper learning.
- ⇒ Develop language-learning skills for immediate use and to prepare for further language study.
- ⇒ Develop language strategies, including repair strategies.

What will I study?

Students study the following three themes, upon which all their assessments are based:

- ⇒ Theme 1: Identity and Culture
- ⇒ Theme 2: Local, national, international and global areas of interest
- ⇒ Theme 3: Current and future study and employment

These themes are broken down into different topics, many of which students have studied during KS3. Some of these include Free-Time Activities, Life at School, Technology in Everyday Life, The Environment and Jobs and Ambitions.

Modern Foreign Languages:

German



How will I be assessed?

This German GCSE is linear which means that all students will sit all their exams at the end of the GCSE course. There is a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier, and in the same examination year.

<p>Paper 1: Listening 25% Final Exam Foundation or Higher Tier May/June Year 11</p>	<p>⇒ Foundation Tier - 35 minutes exam ⇒ Higher Tier - 45 minutes exam ⇒ Section A - questions to be answered in English or non-verbally ⇒ Section B - questions to be answered in German or non-verbally</p>
<p>Paper 2: Speaking 25% Final Exam Foundation or Higher Tier May/June Year 11</p>	<p>⇒ This is non exam assessment. The speaking test will last 7-9 minutes plus preparation time at Foundation Tier and 10-12 minutes plus preparation time at Higher Tier ⇒ The speaking will be assessed through a role-play, a photo card</p>
<p>Paper 3: Reading 25% Final Exam Foundation or Higher Tier May/June Year 11</p>	<p>⇒ Foundation Tier - 45 minutes exam ⇒ Higher Tier - 1 hour exam ⇒ Section A - questions to be answered in English or non-verbally ⇒ Section B - questions to be answered in German or non-verbally ⇒ Section C - translation from German into English (35 words for Foundation; 50 words for Higher)</p>
<p>Paper 4: Writing 25% Final Exam Foundation or Higher Tier May/June Year 11</p>	<p>This is in the format of a written exam lasting 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)</p> <p>The Foundation Tier will have 4 questions;</p> <ol style="list-style-type: none"> 1. A short message in French of 4 sentences 2. A short passage of about 40 words in German responding to 4 bullet-points 3. A translation of just over 35 words into German 4. A structured writing task of about 90 words in German from a choice of two questions <p>The Higher Tier will have 3 questions;</p> <ol style="list-style-type: none"> 1. A structured writing task of about 90 words in German responding to 4 bullet-points, with a choice of two questions 2. An open-ended writing task of about 150 words in German, with a choice from two questions 3. A translation of just over 50 words into German

Modern Foreign Languages:

German



Anything else I need to know?

We use a wide range of teaching resources when delivering our KS4 curriculum including online text book (Stimmt – Foundation and Higher), authentic texts, software, websites, past papers, realia and various audio-visual resources.

Careers in Modern Foreign Language German

Progression Opportunities:

Studying for a GCSE in a Modern Foreign Language offers great opportunities to young people in today's global society. It equips students with increased communication skills and confidence as they move on to further studies or to the world of work. A level courses are available at QE 6th Form College for those who choose to further their language skills and a language A level is a facilitating subject for Russell Group universities. In general employers value the skills that studying a Modern Foreign Language develops and people with language skills are seen as highly employable.

Potential careers include banking, sales & marketing roles, translator, journalist, accountant, teacher, market researcher, recruitment consultant, lawyer, air steward, travel advisor, financial advisor, personal assistant and many more.

PARENTAL SUPPORT

Parents can help students to succeed by ensuring that their child has a bilingual dictionary and is completing weekly homework as indicated on Bromcom. There are also useful websites such as: Duolingo, GCSEbitesize www.bbc.co.uk/schools/gcsebitesize German, Vocabexpress and the AQA website (www.aqa.org.uk) with sample assessments, past papers, marking criteria and further subject guidance. This information and more, can also be found on the Hummersknott Learning Gateway (HLG) in Subjects European Languages KS4. There are also very good revision guides which can be purchased online or at any good bookshop.

Modern Foreign Languages:

Spanish



Subject Teachers: Miss J Maddren, Miss C Egan, Ms M Fuentes, Miss G Crowther

Exam Board & Specification: AQA www.aqa.org.uk

Component Name/Number: Aqa Spanish 8698

Foundation tier

Paper 1 8698/LF- Listening 35 minutes

8698/SF- Speaking 7-9 minutes

Paper 3 8698/RF- Reading 45 minutes

Paper 4 8698/WF- Writing 60 minutes

Higher tier

Paper 1 8698/LH- Listening 45 minutes

8698/SF- Speaking 10-12 minutes

Paper 3 8698/RH- Reading 60 minutes

Paper 4 8698/WH- Writing 75 minutes

Subject Information

Course aims:

- ⇒ Develop ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy.
- ⇒ Express and develop thoughts and ideas spontaneously and fluently.
- ⇒ Listen to and understand articulated, standard speech at near normal speed.
- ⇒ Deepen knowledge about how language works and enrich vocabulary in order to increase independent use and understanding of extended language in a wide range of contexts.
- ⇒ Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts.
- ⇒ Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- ⇒ Be encouraged to make links to other areas of the curriculum to enable bilingual and deeper learning.
- ⇒ Develop language-learning skills for immediate use and to prepare for further language study.
- ⇒ Develop language strategies, including repair strategies.

What will I study?

Students study the following three themes, upon which all their assessments are based:

- ⇒ Theme 1: Identity and Culture
- ⇒ Theme 2: Local, national, international and global areas of interest
- ⇒ Theme 3: Current and future study and employment

These themes are broken down into 8 topics, many of which students have studied during KS3. Some of these include Free Time, School, Travel & Holidays, Local Area & the Environment, Work & Future Aspirations.

Modern Foreign Languages:

Spanish



How will I be assessed?

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier, and in the same examination year.

Paper 1: Listening 25% Final Exam Foundation or Higher Tier May of Year 11	⇒ Foundation Tier—35 minutes exam ⇒ Higher Tier—45 minutes exam ⇒ Section A—questions to be answered in English or non-verbally ⇒ Section B—questions to be answered in Spanish or non-verbally ⇒ Both tiers will follow the same format
Paper 2: Speaking 25% Final Exam Foundation or Higher Tier April/May of Year 11	⇒ This is a non-exam assessment. The speaking test will last 7-9 minutes + preparation time at Foundation Tier and 10-12 minutes + preparation time at Higher Tier ⇒ The speaking will be assessed through a role-play, a photo card and a general conversation
Paper 3: Reading 25% Final Exam Foundation or Higher Tier May of Year 11	⇒ Foundation Tier—45 minutes exam ⇒ Higher Tier—1 hour exam ⇒ Section A—questions to be answered in English or non-verbally ⇒ Section B—questions in Spanish to be answered in Spanish or non-verbally ⇒ Section C—translation from Spanish into English (35 words for Foundation; 50 words for higher) ⇒ Both tiers will follow the same format
Paper 4: Writing 25% Final Exam Foundation or Higher Tier May of Year 11	This exam will last 60 minutes at Foundation Tier and 1 hour 15 minutes at Higher Tier. The Foundation Tier exam will have 4 questions; 1. A short message in Spanish of 4 sentences in response to a photo 2. A short passage in Spanish of about 40 words in response to 4 brief bullet points 3. A translation from English into Spanish of just over 35 words 4. A structured writing test of about 90 words in Spanish in response to 4 detailed bullet points with a choice of 2 questions The Higher Tier exam will have 3 questions; 1. A structured writing test of about 90 words in Spanish in response to 4 detailed bullet points with a choice of 2 questions. 2. An open-ended writing task of about 150 words in Spanish in response to two detailed bullet points with a choice of 2 questions. 3. A translation from English into Spanish of just over 50 words

Modern Foreign Languages:

Spanish



Anything else I need to know?

We use a range of teaching resources when delivering our KS4 curriculum, including textbooks (Viva AQA GCSE Spanish Foundation and Higher), authentic texts, software, websites, and various audio-visual resources.

Studying for a GCSE in a Modern Foreign Language offers great opportunities to young people in today's global society. It equips students with increased communication skills and confidence as they move on to further studies or to the world of work. A level courses are available at QE 6th Form College for those who choose to further their language skills and a language A level is highly regarded by many universities. In general, employers value the skills that studying a Modern Foreign Language develops and people with language skills are seen as highly employable. Potential careers include translator, journalist, accountant, teacher, market researcher, recruitment consultant, lawyer, air steward, travel advisor, financial advisor, personal assistant and many more.

Careers in Modern Foreign Language Spanish

Studying for a GCSE in a Modern Foreign Language offers great opportunities for young people in today's global society. It equips students with increased communication skills and confidence as they move on to further studies or to the world of work. A level courses are available at QE 6th Form College for those who choose to further their language skills and a language A level is a facilitating subject for Russell Group universities. In general, employers value the skills that studying a Modern Foreign Language develops and people with language qualifications are seen as highly employable.

Potential careers include banking, sales & marketing roles, translator, journalist, accountant, teacher, market researcher, recruitment consultant, lawyer, air steward, travel advisor, financial advisor, personal assistant and many more.

PARENTAL SUPPORT

Parents can help students to succeed by ensuring that their child has a bilingual dictionary and is completing weekly homework as indicated on Bromcom. There are also useful websites such as: Duolingo, GCSEbitesize www.bbc.co.uk/schools/gcsebitesize Spanish, Vocabexpress and the AQA website (www.aqa.org.uk) with sample assessments, past papers, marking criteria and further subject guidance. All pupils studying GCSE Spanish will have access to Active Learn and will be provided with login details in September of year 10 This information and more, can also be found on the Hummersknott Learning Gateway (HLG) in Subjects European Languages KS4. There are also very good revision guides which can be purchased online or at any good bookshop. We would recommend the following books to support revision:

Revise AQA GCSE Spanish Revision Guide (9-1) ISBN 9781292131443

Revise AQA GCSE Spanish Revision workbook (9-1) ISBN 9781292131412

We also offer;

- ⇒ Catch up session every Monday lunch time, 12.30pm, with individual class teachers
- ⇒ Year 11 booster sessions, Thursdays week A, 3.15-4.15pm

Music: Music GCSE

Subject Teachers: Mrs A Clark-Davies, Mr G Ford

Exam Board & Specification: Edexcel GCSE Music (2016) 1MU0

Component Name/Number:

Component 1: Performing 1MU0/ 01

Component 2: Composing 1MU0/ 02

Component 3: Appraising: 1MU0/ 03



Subject Information

GCSE Music is designed to allow the study of music through the combination of listening and appraising, performing and composing, with opportunities to use music technology. It recognises that we live in an age of cultural diversity and the Areas of Study cover a wide range of music and genres with the chance to perform and compose using live instruments, music sequencing programs or working with a group of musicians.

It gives students the opportunity to make music, both individually and in groups, to develop a life-long interest in music and to progress to further study. You do not need to be able to play a musical instrument for this course, you can produce performances using music technology, but it would certainly be an advantage if you can sing or play an instrument.

What will I study?

Instrumental Music, Vocal Music, Music for Stage and Screen, Fusions.

Some sample set works that we study in depth (there are 8 in total):

- ⇒ Queen: Killer Queen
- ⇒ Wicked: Defying Gravity
- ⇒ Williams: Star Wars Episode IV: A New Hope
- ⇒ Bach: 3rd Mvmt Brandenburg Concerto

Performing Music (30%):

Option A: You will perform two pieces of your own choice – one solo, one in an ensemble. Any instrument or voice is acceptable. Both performances will be recorded. You can use backing tracks and have your lyric sheets, perform with friends or on your own – which ever you find most appealing. Alternatively, if you are copying from a video, you do not need the actual music as long as your performance sounds like the example you are basing it on.

Option B: There is an option to do a technology performance - you use the computers and music software to produce a performance - so you act more as a composer than actually performing at the end – we simply get the computer to perform what you have entered. This means you do not have to play an instrument to be able to take music - you can still do well on the course through using music technology.

Composing Music (30%): You will compose two pieces in different styles lasting at least three minutes in total. They will be written to a brief based on two different areas of study. You can use music technology. You can write in any style - classical, dance music, techno, folk music, drumming pieces, solos, anything you want to give two contrasting pieces. This is all taught through Year 10 – Year 11. You are not expected to be able to do this already! One piece is completely free – you can write anything you want, the other is to a brief set by the exam board that we will study and then compose to.

Listening and Appraising (40%): You will listen to and study music from the four areas of study including ‘set’ works. These are pieces chosen by the exam board that we study together in lessons. The exam is mainly on these pieces and on things we have covered, but there will also be some unfamiliar pieces to listen to that are linked to one of the set works. These questions develop your musicianship and listening skills and help you make comparisons between different musical styles.

Music: Music GCSE



How will I be assessed?

60% of the mark is coursework, for Performing and Composing

Performing 30%	Can be assessed at any time over the two years but must be completed by the end of the Spring Term in Year 11. You will have a maximum of 10 hours of supervised time to complete each recording. These are graded as Easy, Standard or More Difficult - a grade 4 piece does not always equate to a more difficult standard in GCSE Music. You can play as many pieces as you like to get a bank of pieces to pick from. Equally, if you are doing a computer performance, we will select a piece that gives you the best chance of gaining an A*.
Composing 30%	There is no limit on research time but you will have a maximum of 10 hours to write up and record each composition in school. These can be set structures, vocal songs, or a sequenced piece using Music Technology.
Examination: Listening & Appraising 40%	Will be assessed in an examination lasting 1 hour 30 minutes in which you will listen to music on a CD and answer questions on the four Areas of Study and the 'set' works.

Anything else I need to know?

Employers value the skills that studying music develops. These include the ability to communicate, to follow instructions, to solve problems and to take decisions. Some of the skills developed to use in all aspects of education and life are listed below as valued by employers:

- ⇒ Analytical, critical thinking, research, writing and presentation skills
- ⇒ Powers of memory, dexterity and concentration developed through all rehearsal times
- ⇒ Communication skills and team work
- ⇒ Self-management to plan – both physical and mental self-discipline
- ⇒ Over-coming nervousness when working in groups, supporting each other and benefiting from each other's expertise.
- ⇒ Technical skills when creating and perfecting music
- ⇒ Knowledge of the professional music industry and how to get into a range of performing arts fields.
- ⇒ Working with performers to develop confidence and self-belief in all aspects of school and the wider world

Music plays an important part in the UK economy, contributing £4 billion pounds to the balance of payments. Countless people in the electronics industry rely on the music industry. Arts and cultural industries employ almost a million people.

Above all else, your new skills developed through music show higher and further education establishments that you are able to be creative in all aspects of your studies, helping you to stand out from the crowd with something unique to offer.

Music: Music GCSE



Careers in Music GCSE

The course develops the following skills: communication, planning, knowledge, information technology, problem solving, performance, confidence, working with others and time management. Student can access careers in the music industry, publishing, entertainment, journalism, administration, media, advertising, teaching, music therapy, community music or any job which involves communication and expressive skills.

PARENTAL SUPPORT

The following publications will be helpful :

Edexcel Areas of Study Revision Guide, price £4.00

GCSE Music Revision Guide – Core Content (Music Theory) price £4.50

www.cgpbooks.co.uk or email 'orders@cgpbooks.co.uk'

Edexcel GCSE Music www.edexcel.com or email myorders@pearson.com - price £14.95

Music: BTEC Music Level 2 Extended Certificate

Subject Teachers: Mrs A Clark-Davies, Mr G Ford

Exam Board & Specification: Pearson

Component Name/Number: BTEC Level 1/ Level 2 First Award in Music 600/818/8

Unit 1 – The Music Industry

Unit 2 – Managing a Music product

Unit 3 – Introducing Live Sound

Unit 4 – Introducing Music Composition

Unit 5 – Introducing Music Performance

Unit 6 – Introducing Music Recording

Unit 7 – Introducing Music sequencing



Subject Information

More young people than ever are attracted to working in the music industry and a BTEC in Music could inspire you to become one of these.

The music industry offers many opportunities for employment and is not limited to those who are able to play an instrument. The choice of units within this course reflects this, with units on the music industry, developing as a performer and working as an ensemble. You may choose to follow a practical performing course by taking units that cater for this approach or complete this qualification through the use of music technology or by using a mixture of both.

This qualification will provide you with a broad foundation in three main aspects of music:

- ⇒ Performing
- ⇒ Composing
- ⇒ Music Technology
- ⇒ Putting on a music event
- ⇒ Understanding the music industry

The understanding and skills you acquire will help enable you to proceed into further training or education, or to consider employment in the music industry.

The course aims to give you an understanding of what a career in the music industry can entail, as for example, a performer or producer, a composer or music technician. The course consists of **two mandatory units** plus **two optional units** totalling 180 guided learning hours. The structure of the course allows you to focus on your talents and interests as well as exploring new areas.

What will I study?

You will complete 2 mandatory units:

- ⇒ Working in the Music Industry (exam module 1 hour written exam)
- ⇒ Managing a Music Product (putting on a battle of the bands, or producing a CD with other artists performing).

You will then select 2 optional units from a wide choice:

- ⇒ Unit 3: Introducing Live Sound – use of sound and lighting booth
- ⇒ Unit 4: Introducing Music Composition – creating own music for gameshows or film
- ⇒ Unit 5: Introducing Music Performance – working on an instrument you choose, on how much you improve, not just how good you are!
- ⇒ Unit 6 : Introducing Music Recording - using the music studio to live record bands / artists
- ⇒ Unit 7: Introducing Music Sequencing – using the technology to make a performance sound ‘real’ even though it is all digital

Music: BTEC Music Level 2 Extended Certificate



How will I be assessed?

Each unit is assessed according to the following criteria:

- ⇒ Application of knowledge and understanding
- ⇒ Development of practical and technical skills
- ⇒ Personal development for occupational roles
- ⇒ Application of generic and key skills

All work will be assessed in school apart from Unit 1, which is an external exam for 1 hour. This exam can be repeated once and your best mark will be counted towards your qualification.

Anything else I need to know?

Following completion of the BTEC Extended Certificate in Music successful candidates may be able to enter into employment in the music industry at a junior level. The music industry contributes about £4 billion to the UK economy, and employs around 1.5 million people, so it's a serious business.

A BTEC Level 2 Extended Certificate is equivalent to 1 GCSE grade A*-C. If you achieve an overall pass grade or better it is possible for you to progress further by enrolling on a Level 3 programme, such as an NVQ in Music or Music Technology.

Some of the skills developed to use in all aspects of education and life are listed below are valued by employers:

- ⇒ Analytical, critical thinking, research, writing and presentation skills
- ⇒ Powers of memory, dexterity and concentration developed through all rehearsal times
- ⇒ Communication skills and team work
- ⇒ Self-management to plan – both physical and mental self-discipline
- ⇒ Over-coming nervousness when working in groups, supporting each other and benefiting from each other's expertise.
- ⇒ Technical skills when creating and perfecting music
- ⇒ Knowledge of the professional music industry and how to get into a range of performing arts fields.
- ⇒ Working with performers to develop confidence and self-belief in all aspects of school and the wider world

Music plays an important part in the UK economy, contributing £4 billion pounds to the balance of payments. Countless people in the electronics industry rely on the music industry. Arts and cultural industries employ almost a million people. Apart from performing, possible careers could include teaching, the Armed Services, composing, music therapy, working with the disabled, music journalism, music librarianship, music publishing, instrument manufacture, maintenance and repair, retail sales, music administration, TV and radio, the record business or working in a recording studio.

Above all else, your new skills developed through music show higher and further education establishments that you are able to be creative in all aspects of your studies, helping you to stand out from the crowd with something unique to offer.

Music: BTEC Music Level 2 Extended Certificate



Cont.....

Anything else I need to know?

Main difference between GCSE Music and BTEC	
GCSE	BTEC
<p>This is for those who like to perform music, compose/write their own music and who want to learn how to put music together based on different ideas.</p> <p>GCSE music is more about doing, making and learning about music, learning the practical and theory aspects across a wide range of styles.</p> <p>You must enjoy music and like to play/create/write music with others. Both performing and composing are compulsory and worth 60% of your</p>	<p>This is for those who would like to know how the industry works, based more around knowledge of agencies and how different people within the industry work together.</p> <p>BTEC Music still contains performance units but composing your own music is optional.</p> <p>There is more scope to choose your own path in BTEC, the modules are optional and you pick what you are best at.</p>

Careers in BTEC Music

The course develops the following skills: communication, planning, knowledge, information technology, problem solving, performance, confidence, working with others and time management Student can access careers in the music industry including: being a performer or writer, sound engineer/technician, tour manager, music producer and teacher. Furthermore, students will be able to access careers in media, advertising, journalism, community music or any job which involves communication and expressive skills.

PARENTAL SUPPORT

Support materials for each module will be available from Mrs Amy Clark-Davies (Subject Leader).
Encourage your child to access these materials on a regular basis.

Photography: GCSE

Lens-based and light-based media

Subject Teacher: Mrs W Copeland

Exam Board & Specification: AQA GCSE Art and Design/Photography 8206

Component 1: Portfolio 8206/C

Component 2: Externally Set Assignment 8206/X, (Preparation time and 10 hour exam)



Subject Information

On this course students will be introduced to a variety of experiences exploring a range of lens-based and light-based media, techniques and processes, including both traditional and new technologies. Lens and light-based media includes works in film, video and/or digital (digital darkroom). Sometimes, techniques and processes are used to convey messages and create works related to other disciplines, such as web-based animations, photographic images in printed journals, light projections within theatrical or architectural spaces. Students will use a range of sketchbooks/workbooks/journals to support their work where appropriate.

What will I study?

Students will work in one or more of the areas of lens-based and light-based media listed below. They may explore combinations of these areas too:

- ⇒ Digital photography.
- ⇒ Portraiture.
- ⇒ Landscape photography (working from the built or natural environment).
- ⇒ Still Life photography (working from natural or manufactured objects).
- ⇒ Documentary photography, photo journalism, narrative photography, reportage.
- ⇒ Fine Art photography, photographic installation.
- ⇒ Photography involving a moving image (video, film and animation).
- ⇒ Experimental imagery.
- ⇒ New media practice such as computer manipulated photography and photographic projections.

Students will explore relevant images, artefacts and resources relating to lens-based and light-based media from the past and from recent times, which, should be integral to the investigating and making process. Responses to these examples must be shown through practical and critical activities which demonstrate the students' understanding of different styles, genres and traditions.

Students will be expected to demonstrate the following skills and techniques:

- ⇒ The ability to explore formal elements of visual language; line, form, colour, tone, pattern, texture, in the context of lens-based and light-based media
- ⇒ Investigating different ways of working as appropriate to their chosen area(s) of study
- ⇒ Responding to an issue, theme, concept or idea, or working to a design brief
- ⇒ Showing in their work the use of viewpoint, composition, focus control, depth of field, movement and narrative
- ⇒ Using appropriate techniques, technologies and equipment for recording images and lighting subjects within their chosen area
- ⇒ Showing an understanding of the developing, printing, manipulation and production qualities of still and moving images where appropriate
- ⇒ Understanding the value of working individually and as a member of a team within their chosen area
- ⇒ Providing evidence of the use of safe working practices
- ⇒ Students are encouraged to work increasingly independently as the course progresses, pushing very personal ideas as they gain experience.

Photography: GCSE

Lens-based and light-based media



How will I be assessed?

The course is a full GCSE. The Exam Board is AQA and the syllabus is Art & Design/Photography 8206 (Full Course).

The syllabus is GCSE Photography: Lens-based and light-based media (Full Course).

Each project is assessed using four assessment objectives. These look for the ability to develop ideas through investigations, demonstrating analytical and cultural understanding, refining ideas through experimentation with media processes, recording relevant ideas, observations and insights and presenting a personal and meaningful response demonstrating analytical and critical understanding.

All coursework must be completed before the Externally Set Assignment (ESA) period begins in the January of Year 11.

Full course portfolio of work

- ⇒ Controlled assessment: 60% of total marks.
- ⇒ The portfolio will be selected from work undertaken during the course of study and must include **more** than one project.
- ⇒ For the **Full Course** it is recommended that the total portfolio will comprise approximately 45 hours of work.
- ⇒ A response to all assessment objectives is required in the portfolio as a whole.
- ⇒ Work presented is marked by the centre and moderated by the exam board.

Externally Set Assignment

- ⇒ External assessment 40% of total marks.
- ⇒ 10 hours sustained study.
- ⇒ Students respond to their chosen starting point from a range of options from the exam paper.
- ⇒ Question papers can be issued from 1 January in the year of the exam and preparation time is given until sitting the 10 hour exam. A response to all assessment objectives is required.
- ⇒ Work presented is marked by the centre and moderated by the exam board.

Anything else I need to know?

The course is ideal preparation for advanced courses at the QE 6th Form, Darlington College or Northern School of Art in a range of Art & Design based areas. These courses lead to the Foundation Studies course, which prepares students for applications to degree courses or for direct entry to a range of courses in Art, Craft and Design.

The Department has strong links with QE Sixth Form College and Northern School of Art.

- ⇒ Students are encouraged to visit galleries and exhibitions. During the course there will be visits to relevant sites for collecting visual information for projects plus visits to Galleries, Museums and events where relevant exhibitions take place. In the past there have been visits to Edinburgh, Yorkshire Sculpture Park, Newcastle Galleries (BALTIC, Laing), Biscuit Factory.
- ⇒ Students may get the opportunity to work with artists, designers or craftspeople during the course.
- ⇒ In Year 11 the students are able to focus on their strongest skills and work much more independently in preparation for Post-16 courses.
- ⇒ The sketchbook is a very important part of their work and needs to be developed, both in and out of school, to provide the evidence necessary for assessment.
- ⇒ It is strongly advised that to be accepted for courses in Art & Design, at post 16 level, students will have had to have studied the subject to GCSE level.

Photography:GCSE

Lens-based and light-based media



Careers in Photography

Whether you're designing ships as a naval architect or creating cutting edge art as a fine artist, the one thing that all jobs in this family have in common is creativity. So if you're an ideas person and you like creating things that are useful and visually appealing, take a look at some of these photography specific jobs:

Fashion, Nature, Magazine, Advertising, Underwater, Portrait, Scientific, Medical, Industrial, Commercial, Press, Journalism, Forensics, Wedding, Sport, Fashion and Documentary.

Creative Industries such as the arts, film, design, media and publishing need a continuous stream of fresh ideas and talent. The creative and cultural industries are increasingly recognised as not only being a "defining feature of the British National identity" and vital component of our quality of life, but also as vital to the health of the UK economy, representing £101.5bn of the UK GVA (2017), up from 2016 (Gross Value Added – measures the contribution to an economy).

The UK earns an estimated £101.5 billion a year just from the Creative Industries themselves (figures from end of 2017), this equates to £278 million a day or £11.5 million every hour.

In the UK, 1 in 11 of all jobs is involved in the Creative Industries employ almost 3 million people . 7.1% per annum (much faster than the 4.8% growth across the UK economy as a whole).

"It is a sector that has experienced rapid growth throughout the world in the last decade. The contribution of our creative economy to overall gross domestic product is the highest across all OECD countries."

Will Hutton, Work Foundation

PARENTAL SUPPORT

- ⇒ Internet access is a big advantage and www.artcyclopedia.com links to some very good sites.
- ⇒ Visits to galleries, museums and arts events will help widen student understanding of the vast array of opportunities in Art & Design. Nearly all of these have very good websites, in particular BALTIC (www.balticmill.com), TATE (www.tate.org), V&A, British Museum, Durham University Oriental Museum, The Bowes Museum and MIMA (www.visitmima.com) will be very useful.
- ⇒ The Axis Arts website www.axisweb.org contains the work of many contemporary artists, craftspeople and designers.
- ⇒ Access to the following publications would be beneficial:

Ian Jeffrey (2000) The Photography Book Phaidon ISBN 071483937X

Museum Ludwig Cologne (2005) 20th Century Photography Taschen 25 3822840831

Doug Harman (2014) The Digital Handbook: An Illustrated Step-by-Step Guide Quercus 1848667043

Bruce Barnbaum (2010) The Art of Photography: An Approach to Personal Expression (Photographic Arts Editions) Rocky Nook 1933952687

PE: Physical Education GCSE



Subject Teacher: Mrs H Millar

Exam Board & Specification: AQA GCSE Physical Education 8582

Component Name/Number: Paper 1 : The human body and movement in physical activity and sport. 1 hour 15 / Paper 2: Socio-cultural influences and well being in physical activity and sport 1 hour 15 / Non exam assessment : Practical performance in physical activity in sport (3 activities)

Subject Information

The Physical Education course is designed to give students the opportunity to develop an in depth **practical experience** of a range of different sports, a **theoretical understanding** of physical activity and its place and role in the world in which we live.

What will I study?

Subject content:

- | | |
|----------------------------------|----------------------------------|
| > Applied Anatomy and Physiology | > Sports Psychology |
| > Movement Analysis | > Socio-cultural Influences |
| > Physical Training | > Health, Fitness and Well-being |
| > Use of Data | |

How will I be assessed?

Practical sporting performance (30% of the final mark):

Students will take part in a wide range of activities (please see grid below for the full range of activities available). Their final practical marks will be from the student's three best activities over the two year course. Of these three activities at least one must be an individual activity and at least one must be a team activity. Assessment will be based on the student's ability to perform the skills and techniques associated with the activity both in practices and the full competitive activity. Students who participate in an activity to a recognized standard outside of school can be assessed on this activity if it is covered by the syllabus. In this case the school and student will be required to provide video evidence of the full range of skills associated with the activity and also show the student in a competitive performance.

Analysis of Performance (10% of the final mark)

This section of the course assesses the student's ability to analyse their own performance in one the activities they put forward. They will need to produce a piece of written work analysing their strengths and weaknesses and explaining why they have happened. They will then be required to put forward a plan of progressive practices that will fix and improve one of their weaknesses.

PE: Physical Education GCSE



Cont...

How will I be assessed?

Examination Paper One: 1 hour 15 minute exam 30% of GCSE	⇒ Applied anatomy and physiology ⇒ Movement analysis ⇒ Physical training	A mixture of multiple choice/objective test questions, short answer and extended questions
Examination Paper Two: 1 hour 15 minute exam 30% of GCSE	⇒ Sports psychology ⇒ Socio-cultural influences ⇒ Health, fitness and well-being ⇒ Use of data	A mixture of multiple choice/objective test questions, short answer and extended questions

Anything else I need to know?

Students choosing Physical Education must be able to commit themselves fully to both the practical and theoretical components of the course. An understanding of basic physiology and how the body's systems work together during Health Related Fitness will help students understand the scientific principles that underlie practical sports performance in the GCSE PE exam.

In order for students to achieve practical grades at 5 or above in their 3 practical areas they need to be attending morning clubs, playing in college events and school teams, and participating in sports outside of school.

A Levels in PE or PE and Sport Degrees in PE, PE and Youth Sport, Sports Development, Sport and Exercise Science, 4 year PE Teaching Degree .

Careers in Physical Education GCSE

Physical Education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists and chiropractors have a degree in PE? Some careers that you could consider doing with PE include:

Sports science	PE teacher	Physiotherapist	Professional Sportsperson
Sports coach/consultant	Diet and Fitness Instructor		Personal Trainer
Sports Event Manager	Sports Policy at Local and National Level		

PARENTAL SUPPORT

Ensure students participate as fully as possible in all practical sessions through the two-year period. There are two recommended revision guides the first is GCSE PE revision guide available from Lonsdale and the second is The Pocket Sized Revision Guide GCSE Physical Education from Day Dream Education. In addition the school subscribes to an online revision resource called www.mypeexam.org which all students can access from home once on the course.

PE: Physical Education GCSE

Activity Grid



Team Activity Listing		Individual Activity Listing	
Association Football	Cannot be five-a-side or futsal	Amateur Boxing	-
Badminton	Cannot be assessed with singles badminton	Badminton	Cannot be assessed with doubles badminton
Basketball	-	Canoeing/Kayaking (Slalom)	Cannot be assessed in both canoeing & kayaking
Camogie	Cannot be assessed with hurling	Canoeing/Kayaking (Sprint)	Cannot be assessed in both canoeing & kayaking.
Cricket	-	Cycling Track or Road Cycling	Cannot be assessed in track & road cycling
Dance	Can only be used for one activity	Dance	Can only be used for one activity
Gaelic Football	-	Diving	Platform diving only
Handball	-	Golf	-
Hockey	Must be field hockey. Cannot be assessed as ice hockey or roller hockey	Gymnastics (Artistic)	Floor routines and apparatus only. Cannot be rhythmic gymnastics
Hurling	Cannot be assessed with camogie	Equestrian	-
Lacrosse	-	Rock Climbing	Can be indoor or outdoor climbing
Rowing	Cannot be assessed with sculling, canoeing or kayaking. This can only be used for one activity	Sculling	Cannot be assessed with rowing, canoeing or kayaking
Rugby League	Cannot be assessed with rugby union or rugby sevens. Cannot be tag rugby	Skiing	Outdoor/indoor on snow. Cannot be assessed with snowboarding. Must not be on dry slopes
Rugby Union	Cannot be assessed as sevens or fifteen-a-side. Cannot be assessed with Rugby League and cannot be a tag rugby	Snowboarding	Outdoor/indoor on snow. Cannot be assessed with skiing. Must not be on dry slopes
Squash	Cannot be assessed with singles squash	Squash	Cannot be assessed with doubles squash
Table Tennis	Cannot be assessed with singles table tennis	Swimming	Cannot be synchronised swimming. Cannot be personal survival. Cannot be lifesaving
Tennis	Cannot be assessed with singles tennis	Table Tennis	Cannot be assessed with doubles table tennis
Volleyball	-	Tennis	Cannot be assessed with doubles tennis

PE: Physical Education

BTEC First Award in Sport Level 2



Subject Teachers: Mr S Souter, Mr A Tatham

Exam Board & Specification: Edexcel Pearson

Component Name/Number: Pearson BTEC Level 1/Level 2 First Award in Sport QN 600/4779/3

Subject Information

BTEC Firsts in Sport provide a practical, real-world approach to learning and develop specific knowledge and skills learners need to work successfully in the industry, such as:

- ⇒ Developing project, self-management and independent-learning skills, by investigating opportunities for employment in the industry, as well as exploring trends which affect participation in sport.
- ⇒ Developing team working and communication skills by organising and leading sports activities and events and carrying out a variety of roles within a team.
- ⇒ Developing business and customer awareness by working on assignments which are set in a vocational context.
- ⇒ Learners will also be able to present their work in a variety of ways, including:
 - ⇒ Written reports, graphs, posters.
 - ⇒ Practical demonstrations.
 - ⇒ Verbal or online presentations.

What will I study?

The course is assessed by means of 75% coursework and 25% external assessment and students can achieve a pass, merit, distinction or distinction plus which equates to a Grade C, Grade B, or Grade A/A* at GCSE level. Three of the units are centre assessed and one is externally assessed by BTEC. The course offers a focused vocational qualification for students who wish to follow a programme of study related to an aspect of employment that they might wish to move in to, or a taster qualification which can extend their programme of study and provide an initial experience of a vocational area. The Edexcel BTEC Level 2 First Award in Sport will also enable students to progress to a higher level qualification relevant to the sector.

BTEC Level 2 First Award in Sport—Programme of Study					
YEAR 1					
Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit 1 (CORE) Fitness for Sport and Exercise			Unit 2 (CORE) Practical Sports		Option 1 Unit
YEAR 2					
Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Option 1 Unit continued		Option 2 Unit			-

PE: Physical Education

BTEC First Award in Sport Level 2



How will I be assessed?

The BTEC Level 2 First Award in Sport is a qualification that consists of two mandatory units **plus** two optional units.

Mandatory Units:

⇒ **Unit 1: Fitness for Sport and Exercise** (externally assessed by BTEC 1 hour exam)

Fitness for sport and exercise is core to the programme of study. This unit has links to, and underpins, the other units for sport. Learners will cover the components of physical and skill-related fitness and the principles of training; explore different fitness training methods for developing components of fitness; gain knowledge and skills in undertaking and administering fitness tests. This unit is particularly relevant for learners who would like to work in sports coaching, elite sport or personal training.

⇒ **Unit 2: Practical Sports Performance** (internally assessed)

Participation in sport continues to grow, as people become more aware of the benefits of physical activity. Engaging young people through sport is a key political agenda, both because current national health statistics show that obesity in young children is rapidly increasing and also because of our striving for excellence and success at major sporting events. This unit focuses on developing and improving learners own practical sports performance and introduces them to a variety of different sports and, through participating in different sports, they will develop knowledge of the associated rules, regulations, scoring systems, skills, techniques and tactics.

Optional Units (all internally assessed): Two to be chosen from the following:

⇒ **Unit 3: The Mind and Sports Performance**

Psychology has become one of the most interesting subjects in the field of sport. The sports viewer will often give a psychological explanation for the failure of a team or individual, for example by saying 'he bottled it'. Sports psychologists are becoming more common in sport, and many sports performers and teams use their services. This unit looks at the concepts that influence the mind in sporting situations and, most importantly, explores the effects that they can have on sports performance.

⇒ **Unit 4: The Sports Performer in Action**

Anyone who has exercised regularly has experienced the thrill of improving. We improve because we train. But how exactly does your body adapt to training? In what way do your muscles change? This unit will look at the training effects that occur when a person regularly participates in sport and physical activity over a given period of time.

⇒ **Unit 5: Training for Personal Fitness**

Thinking about personal fitness can be daunting at first. We all know that people often make comparisons between their own fitness levels and the fitness of others. This unit is all about the individual performer, training to improve and enhance personal fitness, using the training methods that are most appropriate, beneficial and engaging.

⇒ **Unit 6: Leading Sports Activities**

People in sport achieve success to a large degree from the guidance of their coaches and leaders. This unit helps students learn the attributes associated with successful sports leadership. They will undertake the planning and leading of sports activities. They will also review the process to consider their performance and ways to develop further in the future.

PE: Physical Education

BTEC First Award in Sport Level 2



Careers in BTEC Physical Education

To name but a few:

- ⇒ PE Teacher
- ⇒ Sports Coach
- ⇒ Fitness Instructors
- ⇒ Roles within the Armed Forces

PARENTAL SUPPORT

To help ensure students are committed to two sports in order to meet the practical requirements of the course. To complete coursework by deadlines. Use www.mypeexam.org (only accessible once enrolled on the course) to help prepare for the exam.

Science: Triple Science

Biology, Chemistry & Physics GCSE



Subject Teachers: Mrs R Flynn, Mrs K Harrison, Mrs S Johnson, Mrs E Luke, Mr J Maddison, Mr Manley, Mrs O'Doherty, Mrs K Renfrew, Miss R Rodger, Mr C Thompson.

Exam Board & Specification: AQA Biology 8461/ AQA Chemistry 8462/ AQA Physics 8463

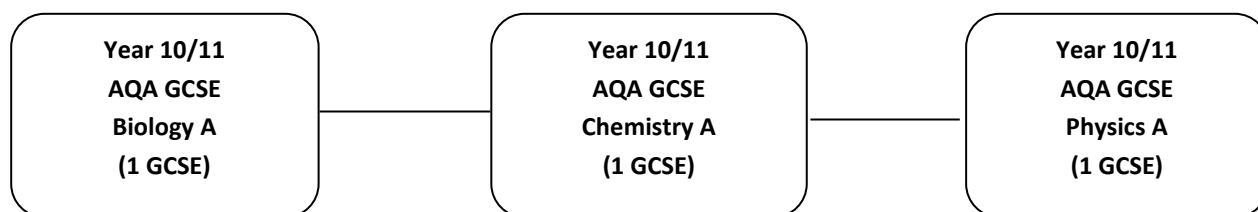
Component Name/Number: 8461, 8462, 8463

Subject Information

Students wishing to study three sciences at GCSE will be able to do so as an option choice. Students choosing this route will study GCSE Biology, GCSE Chemistry and GCSE Physics.

This course would be especially suited to students who have a real passion for each separate science and wish to study them in much more detail. However, those considering the triple science option must be consistently achieving secure on the Orange Pathway.

Please see Mrs Flynn if you would like further advice as to whether this course is suitable for you. As a rough guide, students suitable for this course will be achieving outstanding on the orange pathway and will have a high mathematical ability, ideally with a GCSE Math's target grade of at least a 7.



What will I study?

⇒ **Biology (AQA Biology 8461)**

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

⇒ **Chemistry (AQA Chemistry 8462)**

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 (AQA Physics 8463)**

Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure

Please note: these are the same topics as those covered in GCSE Combined Science but each is extended further for students choosing the triple science option



Science: Triple Science

Biology, Chemistry & Physics

How will I be assessed?

There are two papers for each GCSE. Each of the papers will assess knowledge and understanding from distinct topic areas and each exam will include multiple choice, structured, closed short answer, and open response questions.

GCSE Biology

⇒ **Biology Paper 1:** (1 hour 45 minutes) (8461/1)

⇒ **Biology Paper 2:** (1 hour 45 minutes) (8461/2)

GCSE Chemistry

⇒ **Chemistry Paper 1:** (1 hour 45 minutes) (8462/1)

⇒ **Chemistry Paper 2:** (1 hour 45 minutes) (8462/2)

GCSE Physics

⇒ **Physics Paper 1:** (1 hour 45 minutes) (8463/1)

⇒ **Physics Paper 2:** (1 hour 45 minutes) (8463/1)

Anything else I need to know?

Completion of Triple Science gives students a more substantial knowledge of Science and is recommended for those students who are likely to study a Level 3 course such as Science A-level in preparation for Science or Science related further study such as a degree.

Careers in Science

Teaching, Engineering, Computer Science, Medicine, Dentistry or Veterinary Science.

PARENTAL SUPPORT

Watching programmes which support an understanding of how science works for example Dara O'Brian's Science Club, Star Gazing Live, Brainiac and discussing these with your child to reinforce science terminology and develop a deeper understanding of science in an everyday context. Students also have access to the digital version of the text books used in school. They have a password for Kerboodle.

Accessing the BBC science website at <http://www.bbc.co.uk/science/> to encourage discussion around topics of interest in order to encourage an enthusiasm and thirst for science knowledge.

Encouraging your child to access the online text book(s) which can be used to support homework, extend learning from the classroom and support revision. Various revision guides are available students will be able to purchase a copy from us when they are in Year 10.



Science: Health & Social Care

OCR Cambridge National Level 2

Subject Teachers: Mr D Higham, Mrs K Renfrew

Exam Board & Specification: OCR Cambridge Nationals

Component Name/Number: J801

Subject Information

Cambridge Nationals in Health & Social Care provide students with essential knowledge, transferable skills and tools to improve their learning in other subjects, with the aim of enhancing their employability when they leave education, thus contributing to both their personal development and future economic well-being.

What will I study?

Learners must complete 2 mandatory core units, one internally assessed and one externally assessed, plus a further two OPTIONAL units. Each unit is 25% of the final grade. Assessment is a combination of coursework (75%) and external assessment (25%). Unit RO21 contains a written paper which is set and assessed by OCR. The remaining units will be centre assessed and moderated by OCR. Units are graded pass, merit or distinction, but with a new grading of distinction* to aspire students to achieve more.

Core Units (Mandatory)

- ⇒ Unit RO21 Essential Values of care for use with individuals in care settings (written paper, 1 hour).
- ⇒ Unit RO22 Communicating and working with individuals in health, social care and early years settings (centre assessed tasks, OCR moderated).

Optional Specialist Units

- ⇒ Unit RO23 Understanding body systems and disorders (centre assessed tasks, OCR moderated).
- ⇒ Unit RO31 First Aid (centre assessed tasks, OCR moderated).

How will I be assessed?

Mandatory Unit RO21 Essential values of care for use with individuals in care settings.

External exam January 2020

This unit focuses on the rights of individuals and instils the values of care to be used when working in a health, social care or early years environment. The unit also provides an overview of legislation and its impact on the care settings and covers the hygiene, safety and security matters that relate to promoting a healthy and safe environment. Students:

- ⇒ Understand how to support individuals in order to maintain their rights and why this is an essential part of care.
- ⇒ Understand the importance of the values of care and how they are applied, including their impact in an early years setting.
- ⇒ Develop an understanding of how legislation impacts on care settings.
- ⇒ Learn how hygiene, safety and security measures protect individuals.

Science: Health & Social Care

OCR Cambridge National Level 2



How will I be assessed?

Mandatory Unit RO22— Communicating and working with individuals in health, social care and early years settings.

This unit will provide students with the underpinning knowledge and understanding of how to communicate effectively and what personal qualities will contribute to the creation of a caring environment when working with individuals in health, social care and early years. Students:

- ⇒ Learn how to communicate effectively, including different types of communication, the factors influencing communication and barriers to communication.
- ⇒ Develop an understanding of the personal qualities that contribute to effective care, such as understanding, patience and empathy and when they are appropriate.
- ⇒ Understand how to communicate effectively within health, social care and early years settings, adapting body language and using appropriate language for the audience.

Optional Specialist Unit—RO23 Understanding body systems and disorders.

This unit will provide learners with the underpinning knowledge and understanding of three major body systems: respiratory, digestive and cardiovascular. Students:

- ⇒ Develop an understanding of how the body systems work, their structure and functions.
- ⇒ Understand how disorders affect body systems, for example the effects of asthma on the respiratory system.
- ⇒ Are able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems, such as measuring the pulse rate before and after activity and comparing this with the normal variation for the age group.

Optional Specialist Unit—RO31 First Aid

This unit will allow students to gain an understanding of basic common first aid procedures that could be used within health, social care and early years setting. They will develop an understanding that applying basic first aid procedures could potentially save lives and that knowledge of first aid could make a huge difference in any emergency situation. Students:

- ⇒ Assess the scene of an accident in health, social care and early years settings for risks and continuing dangers
- ⇒ Understand what information is needed when contacting the emergency services.
- ⇒ Perform a variety of basic first aid procedures that could occur in a range of health, social care and early years settings.

Anything else I need to know?

The OCR Cambridge National Award in Health and Social Care provides a broad, solid foundation for progression to Level 3 courses and employment in the health and social sector. The course offers learners the opportunity to undertake optional generic units, such as 'Work Experience' and 'Community Volunteering' to develop employability and transferable skills.

Careers in Health & Social Care

Care work, Childcare, Nursing, Nursery Nursing, Social Work, Dental Nurse, Health Practitioners.

PARENTAL SUPPORT

- ⇒ Supporting the completion of coursework and homework.
- ⇒ Providing opportunities to visit places of work as part of coursework investigations.

Design Technology: Food Preparation and Nutrition



Subject Teacher: Mrs K Raine

AQA Food Preparation and Nutrition 8585

NEA. 1 8585/C Science investigation

NEA. 2 8585/C Food preparation assessment

Exam 8585/W Food preparation and Nutrition

Subject Information

This new fresh and exciting GCSE Food Preparation and Nutrition specification equips you with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety. It will inspire and motivate opening your eyes to a world of career opportunities and give you the confidence to cook with ingredients from across the globe. This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure you develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing your practical cookery skills to give you a strong understanding of nutrition.

Food after School

The food and drink industry is one of the UK's largest manufacturing sectors and supplies products to a range of outlets from supermarkets, to hotels, to school canteens. Upon completion of this course, you will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries. There are hundreds of job roles within the industry such as research, new product development, purchasing, production and manufacturing. Food scientists are currently in great demand, owing to the growing awareness of consumer health and changing dietary habits.

What will I study?

Food preparation skills are integrated into five core topics:



This specification has a unitised structure and there is one tier of assessment.

Design Technology: Food Preparation and Nutrition



How will I be assessed?

Theoretical knowledge of food preparation and nutrition from the five topics.

<p>50% Exam (100 marks)</p> <ul style="list-style-type: none"> ⇒ Multiple choice questions (20 marks) ⇒ Five questions each with a number of sub questions (80 marks) 	<p>50% non-exam assessment (NEA)</p> <ul style="list-style-type: none"> ⇒ One food investigation (1,500 to 2,000 word report) ⇒ One preparation assessment to plan, cook and present a three course menu
<p>Non exam assessment (NEA)</p> <p>What's assessed</p> <p>Task 1: Food investigation</p> <ul style="list-style-type: none"> ⇒ Students' understanding of the working characteristics, functional and chemical properties of ingredients. <p>How it's assessed</p> <ul style="list-style-type: none"> ⇒ Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. 	
<p>Task 2: Food preparation assessment</p> <ul style="list-style-type: none"> ⇒ Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. <p>Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.</p> <p>How it's assessed</p> <ul style="list-style-type: none"> ⇒ Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included. 	

Design Technology: Food Preparation and Nutrition



Anything else I need to know?

Food technology can be studied at FE colleges, Darlington College offer catering and hospitality courses. Apprenticeships can be accessed with this qualification. You could work for a range of organisations involved in food science, researching and developing new products, including: food manufacturers, retailers and supermarket chains, government research establishments, universities and local authorities.

Careers in Food and Nutrition

- ⇒ Buying/Purchasing
- ⇒ Engineering
- ⇒ Environmental
- ⇒ Finance
- ⇒ Food Science
- ⇒ Fresh Produce
- ⇒ Graduates
- ⇒ Health & Safety
- ⇒ HR & Training
- ⇒ Hygiene
- ⇒ IT Administration
- ⇒ Marketing
- ⇒ New Product Development
- ⇒ Operational Management
- ⇒ Packaging
- ⇒ Planning
- ⇒ Production & Manufacturing
- ⇒ Quality Assurance (QA)
- ⇒ Research & Development
- ⇒ Sales/Commercial
- ⇒ Supply Chain,
- ⇒ Technical/Technologists.

PARENTAL SUPPORT

- ⇒ Purchasing the required revision book during year 10
- ⇒ You can support the completion of homework and coursework In order to complete 50% practical work, ingredients and or materials suitable to make products will need to be provided and funded.
- ⇒ Students are encouraged to cook at home and practice skills acquired for their controlled assessment.

Design Technology: Systems Electronics (DT GCSE)



Subject Teacher: Mr I Tissington

Exam Board & Specification: AQA 8552

Component Name/Number: Written Paper – 8552/w NEA – 8552/C

Subject Information

Engineering is a very broad area of employment covering: Mechanical, Transport, Electronics, Automobile, Energy, Civil, Chemical and many more. Jobs in these areas range from the highly technical to managerial and there are many opportunities for career development. We are currently facing a shortage of well-qualified engineers both locally and nationally. An engineer can expect a salary above the national average and an engineer's life time salary is second only to the medical profession.

Our Systems Engineering course covers a wide range of Engineering Skills; it builds on the KS3 electronics studied and adds mechanisms into the student's studies. In their final project students design and build an advertising display with a specific client in mind. For this students design a circuit with a programmable chip to control mechanical and LED outputs. Any students with interests in Engineering should consider this course.

What will I study?

This diverse and successful course provides a varied range of tasks and activities, which develops different skills required for the world of work. All students will complete the following in Year 10 and 11. Ability in Maths is vital for this option; students should, ideally, have a GCSE Grade 7 target for Maths in order to be successful in Systems Electronics. Year 10 Pupils will study Core principles (new and emerging technologies/ energy generation and storage developments in new materials. Technical principles (selection of materials or components /forces and stresses .

This specification has a unitised structure and there is one tier of assessment covering grades 9 - 1

Year 10	Year 11	
Theory and Skills Development	Controlled Assessment Portfolio	Written Paper Written Exam

How will I be assessed?

Year 10 - Pupils will study Core principles (new and emerging technologies/ energy generation and storage developments in new materials. Technical principles (selection of materials or components /forces and stresses ecological and social footprint sources and origins using and working with materials/electronics/systems -types and sizes, scales of production /specialist techniques and processes /surface treatments and finishes). Practical tasks will cover Designing and Making principles (investigation, primary and secondary data /environmental, social and economic challenge /the work of others/communication of design ideas/prototype development / selection of materials and components).

Year 11 - The NEA (non - exam assessed) section of the GCSE will comprise of a design and make project. The time allowed for this will be 30 to 35 hours; here teachers will set an activity from a range of exam-board set tasks. It will include the development of a made outcome and a concise design folder and/or appropriate ICT evidence. The design folder should consist of 20 pages (maximum) of A3 paper or presented on ICT and is worth 50% of the total mark. The practical application of the new Design Technology specification will focus on the following 3 principles: Core technical principles, Specialist technical principles and Designing and making principles.

Design Technology: Systems Electronics



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How will I be assessed?

Year 11 - During the final year, the exam board will issue a context and design brief which you will research in detail to make your product ready for the exam. This is a 2 hour exam which will be taken at the end of Year 11 in May/June 2019. The unit is worth 50% of your total marks. 100 marks in total, the exam is made up of three sections – Multiple choice questioning, Knowledge questioning with ranges of 2 to 5 marks and 15% of the new exam specification will be based in Mathematics.

Anything else I need to know?

Students with high academic aspirations wishing to further study engineering at university should attend the QE and study Mathematics and Sciences, especially Physics. The QE supports aspiring Engineers through their 'Future Engineers Scheme'. This supports the students through industry and university links and extended work placements. This route is also suitable for students wishing to apply for 'high apprenticeships' (See apprenticeships.co.uk).

Students with a more vocational interest can look at more specialist trades offered by Darlington College such as Engineering, Motor Vehicles, Computer Aided Design, Maintenance, Manufacturing and Building Trades especially Electrical and Pumping. Students could also consider some of the very good engineering apprenticeships available (see apprenticeships.co.uk).

Careers in System Electronics

Systems Engineering links closely with industries in the UK, be it through apprenticeship routes in Engineering fields, or through career opportunities such as Product Design and architecture. A levels and BTECs can lead on to degree courses in a variety of engineering fields, aeronautical design and naval architecture.

PARENTAL SUPPORT

You can support the completion of homework and coursework for your child. In order to complete 50% practical work, materials suitable to make products will need to be provided and funded, as well as display stationary (A3 Folder/Card/Wallets).

There are also revision applications for select smart phones/tablets available at a low cost (from as little as 69p) which cover material used within the AQA exam board criteria.

Design Technology: Graphics GCSE



Subject Teacher: Miss Lacey

Exam Board & Specification: Entry Code: WJEC Eduqas C600QS

Qualification Accreditation Number: 603/1121/6

Component Name/Number: Internal Assessment - NEA C600U20-1
External Assessment – Written Exam C600U10-1

Subject Information

Graphics within DT is a creative subject using paper and board to develop 2D and 3D products. Imaginative and unique designs can then be applied and developed using hand drawn techniques and/or computer aided design with students gaining support in advancing their skills in both.

This engaging GCSE focuses on developing theory design and practical skills. Learners will have the opportunity to use. It is perfect for young learners who want to study graphic products in a practical and imaginative way, developing the practical skills needed to create products for real life situations. This GCSE qualification fulfils entry requirements for academic and vocational study post-16, and will count as the equivalent to one GCSE.

What will I study?

Unit 1: Written Examination

- ⇒ External assessment 50% of the overall mark - 2 hour exam sat in May/June of Year 11.
- ⇒ Students will answer a mixture of short answer, structured and extended writing questions assessing their knowledge and understanding of the technical principles, designing and making principles along with their ability to analyse and evaluate design decisions and the wider issues in design technology.

Unit 2: Design and Make Project

- ⇒ Internally assessed controlled assessment 50% of the overall mark.
- ⇒ Learners will complete a design and make project, based on a contextual challenge set by the exam board. It will assess candidates ability to identify, investigate and outline design possibilities, design and make prototypes and analyse and evaluate design decisions and the wider issues in design technology.

How will I be assessed?

- ⇒ **Unit 1: Written Examination** –External assessment 50% of the overall mark (2 hour exam sat in May/June of Y11)
- ⇒ **Unit 2: Design and Make Project** – internally asessed controlled assessment. 50 % of the overall mark.

This specification has a unitised structure and there is one tier of assessment covering grades 9 – 1.

Design Technology: Graphics GCSE



Anything else I need to know?

Graphics can be studied up to degree level and beyond at university. Locally students can study Graphic Design A Level at QE Sixth Form who also provide students with the opportunity of later study in a BTEC Foundation Art course. Darlington College, Bishop Auckland College and The Northern School of Art also provide courses for post 16 studies in Graphic Products and Design. The Graphic Design industry in the UK is world renowned and is well known for its contemporary and high class approach to design.

Careers in DT Graphics

Some of the career opportunities within the field include:

- ⇒ Advertising
- ⇒ Architect and Packaging Designer
- ⇒ Computer Games Designer
- ⇒ Graphic Designer,
- ⇒ Illustrator
- ⇒ Magazine Editing and Layout designer

PARENTAL SUPPORT

- ⇒ Visiting museums and art galleries for inspiration and engagement.
- ⇒ You can support the completion of homework controlled assessment and revision for the exam
- ⇒ Students would benefit from owning a set of their own coloured pencils and a set of fine liners which are available from most supermarkets and stationers in town.

Design Technology: Resistant Materials



Subject Teachers: Mr J Barker, Miss K Williams

Exam Board & Specification: AQA 8552(QAN-603/0984/2)

Component Name/Number: Written Paper – 8552/w NEA – 8552/C

Subject Information

This diverse and successful course provides a diverse range of tasks and activities, which develops different skills required for the world of work. All students will complete the following in Year 10 and 11.

What will I study?

⇒ **Design Technology in School:**

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

⇒ **Design Technology after School:**

There are many routes available for study after GCSE level. Design Technology can lead students into pathways for Diplomas in Manufacturing, Engineering and Creative Media as well as traditional routes into Product Design at AS/A level.

⇒ **Design Technology for a living:**

With an ever changing climate in technology and innovation, Design Technology lends itself to a wealth of career pathways, from Engineering/Civil Engineering, Product Testing, Computer Aided Design, Architecture to name a few. Students with aspirations in Research and Development or becoming skilled manually would benefit from studying Design Technology as a GCSE.

<u>Year 10</u>	<u>Year 11</u>	
Theory and Skills Development	Design and Make Controlled Assessment Portfolio	Written Paper

How will I be assessed?

This specification has a unitised structure and there is one tier of assessment covering grades 9-1

Year 10 Pupils will study **Core principles** (new and emerging technologies/ energy generation and storage developments in new materials. **Technical principles** (selection of materials or components /forces and stresses ecological and social footprint sources and origins using and working with materials/stock forms -types and sizes, scales of production /specialist techniques and processes /surface treatments and finishes). Practical tasks will cover **Designing and Making principles** (investigation, primary and secondary data /environmental, social and economic challenge /the work of others/communication of design ideas/prototype development / selection of materials and components).

Design Technology: Resistant Materials



Cont.....

How will I be assessed?

Year 11 The NEA (non exam assessed) section of the GCSE will comprise of a design and make project. The time allowed for this will be 30 to 35 hours, here teachers will set an activity from a range of exam-board set tasks. It will include the development of a made outcome and a concise design folder and/or appropriate ICT evidence. The design folder should consist of 20 pages (maximum) of A3 paper or presented on ICT and is worth 50% of the total mark. The practical application of the new Design Technology specification will focus on the following 3 principles: Core technical principles, Specialist technical principles and Designing and making principles.

Year 11 During the final year, the exam board will issue a context and design brief which you will research in detail to make your product ready for the exam. This is a 2 hour exam which will be taken at the end of Year 11 in May/June 2019. The unit is worth 50% of your total marks. 100 marks in total, the exam is made up of three sections – Multiple choice questioning, Knowledge questioning with ranges of 2 to 5 marks and 15% of the new exam specification with be based in Mathematics.

Anything else I need to know?

Design Technology can be studied up to degree level and beyond at university, traditionally leading into Product Design at BA (Hons) level. Locally students can study Product Design A Level at Carmel College. Darlington College also provides a multitude of courses for post 16 studies in Engineering (BTECs). QE Sixth Form is also offering traditional Engineering. Design Technology links closely with industries in the UK, be it through apprenticeship routes in Engineering fields, or through career opportunities such as Product Design, Specialised Technicians, Architecture, Furniture Designing, Cabinet Making (making high class furniture products), making mass-produced furniture, kitchen and bedroom design and installation .

Careers in DT Resistant Materials

Design Technology links closely with industries in the UK, be it through apprenticeship routes in Engineering fields, or through career opportunities such as Product Design, Specialised Technicians, Furniture Designing, Cabinet Making (making high class furniture products), making mass-produced furniture, kitchen and bedroom design and installation.

PARENTAL SUPPORT

You can support the completion of homework and coursework for your child. In order to complete 50% practical work, materials suitable to make products will need to be provided and funded, as well as display stationary (A3 Folder/Card/Wallets).

There are also revision applications for select smart phones/tablets available at a low cost (from as little as 69p) which cover material used within the AQA exam board criteria.

Design Technology:

Textiles GCSE

Subject Teacher: Mrs V Franks

Exam Board & Specification: Entry code: WJEC EduqasC600QS

Qualification Accreditation Number: 603/1121/6

Components: NEA internal assessment – C600U20-1

External assessment – written exam – C600U10-1



Subject Information

Textiles within DT is a creative subject using paper and fabrics to develop pattern, form and style. The two main areas of Textiles are Fashion and Interiors. Imaginative and unique designs can then be developed on 2 dimensional or 3 dimensional objects such as clothing, china, wrapping paper, wallpaper, furnishing fabrics and interiors.

This engaging GCSE focuses on developing theory design and practical skills. Learners will have the opportunity to use traditional skills, such as surface decoration /embellishment, combining, joining and finishing materials, and colouring fabrics. It is perfect for young learners who want to study fashion and textiles in a practical and imaginative way, developing the practical skills needed to create materials for interiors and fashion. This GCSE qualification fulfils entry requirements for academic and vocational study post-16, and will count as the equivalent to one GCSE.

What will I study?

⇒ **Unit 1: Written Examination –External I assessment 50% of the overall mark (2 hour exam sat in May/ June of Y11)**

Students will answer a mixture of short answer, structured and extended writing questions assessing their knowledge and understanding of the technical principles, designing and making principles along with their ability to analyse and evaluate design decisions and the wider issues in design technology. 15% of the exam involves maths.

⇒ **Unit 2: NEA Design and Make Project – internally assessed controlled assessment. 50 % of the overall mark.**

Learners will complete a design and make project, based on a contextual challenge set by the exam board in July of Y10. It will assess candidates ability to identify, investigate and outline design possibilities, design and make prototypes and analyse and evaluate design decisions and the wider issues in design technology .

How will I be assessed?

⇒ **Unit 1: Written Examination –External assessment 50% of the overall mark (2 hour exam sat in May/ June of Y11)**

⇒ **Unit 2: NEA Design and Make Project – internally assessed controlled assessment. 50 % of the overall mark.**

Design Technology: Textiles GCSE



Anything else I need to know?

Textiles can be studied up to Degree level and beyond at university. Students can study A Level Textiles at the QE and B'TEC at Darlington College and at the Northern School of Art & Design.

Careers in DT Textiles

The Fashion and Interior industry plays a large part in the British economy and there is a variety of career paths within this field: Designer (interior and fashion), merchandiser, retailer, fashion journalism, technology scientist (developing new fabrics), buyer, manufacturing and management. The UK has a rich history of textiles and the industry is often seen as a glamorous and exciting career route. It is estimated that the textile industry currently accounts for one in ten manufacturing jobs.

PARENTAL SUPPORT

- ⇒ Visiting museums and art galleries for inspiration and engagement
- ⇒ You can support the completion of homework controlled assessment and revision for the exam
- ⇒ In order to complete 50% practical work, materials suitable to make products will need to be provided and funded.
- ⇒ Most materials can be bought in Boyes and the Art shop. We also ask for a contribution of £10 in Y11 to support some costs of materials and equipment.



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