

UNIVERSITY ACADEMY
HOLBEACH



UNIVERSITY OF
LINCOLN

KEY STAGE 4
OPTIONS

2019 - 2022



UAH

Dear Pupil

The next three years of your school life will be the most important for you in many ways. The results you obtain from your Key Stage 4 courses will play a large part in shaping your future.

This booklet, together with advice from teachers will help you to understand what is required for each subject. It will also help you to make choices where they need to be made and provides you with important information such as the coursework component for each qualification.

You are required to study English (with English Literature), Science (equivalent to two GCSE subjects) and Maths. You will also continue to study ICT, History or Geography and a Technology subject. These will give you at least seven GCSE grades.

You can then choose an additional 4 hours of study which will consist of 2 Options (2 hours each.) The options include: Geography, History, French, Drama, Sociology, Health and Social Care, Art, Music, Physical Education, Business Studies, Childcare and a range of Engineering Technology options.

There are a large number of routes into further and higher education. All Key Stage 4 Options have direct pathways into further education at our own Sixth Form or other local providers in both academic and vocational studies. Our links with the University of Lincoln enhance several of the courses and offer you the opportunity to explore what higher education has to offer.

The information in this booklet should allow both you and your parents/guardians to make sensible choices about which subjects you will study in the next three years. You will also find out the requirements of compulsory subjects.

Further support can be found by accessing the websites: Cascaid and Fast Tomato where you can research an extensive range of subjects and career choices.

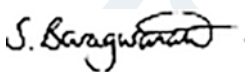
You have been shown how to access these sites via the VLE and have received the log-in details.

It may not be possible to meet your requests completely. We do, however, hope to satisfy most needs and ask that the accompanying pro-forma is completed and returned by the date specified. The results of this pro-forma will allow us to construct a timetable where most requests will be met.

As part of the process you will be seen individually to discuss your choices and to ensure you understand the subjects you have opted to study.

I hope that you find this booklet useful, and that the choices you make prove to be successful for you.

Best Wishes



S Baragwanath
Principal

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Explanation of some common educational terms used in this booklet

Syllabus

Details of work that must be taught and learned within a subject.

Project (Special Study Folder)

A piece of work that has to be done over a period of time on a particular topic. You may be doing different topics and there usually has to be evidence of some independent and individual work.

Assessment

The way in which work is checked/examined to see what has been learned. It may be by examination, project, class and homework or a combination of all of them.

Continuous Assessment

Assessment that is carried out, by various methods (see assessment), over the whole three years of the course; the marks gained then help to determine the final grade.

Coursework/Written work

Work done during the three years of the course.

Comprehension

A piece of work designed to test understanding.

Oral

Some form of speaking examination e.g. question and answer, reading aloud.

Aural

Ability to listen and then answer questions on what has been heard.

Numeracy

The ability to do arithmetic and handle figures generally.

Literacy

Ability to read and write with some understanding.

Moderator

A teacher from another school who visits a number of different schools to see that standards within a certain subject are being maintained. Those standards are laid down and checked by the examining body.

Online Assessments

These are completed on a computer and often allow results to be gained quickly.

GCSE Exam Grades

GCSE exams will be graded on a new points system with students awarded grades 9-1.

Grade 9 will be the highest grade and year 1 the lowest grade.

Some examinations will have tiered entry for example Foundation Tier will cover grades 1-5. The Higher Tier will cover grade 4-9.

Tier

For educational purposes and in the context of subjects in this booklet a tier is an examination paper covering a section of the 9-1 grading for GCSE.

For Vocational courses pupils are generally awarded: Pass, Merit or Distinction. Pupils must achieve at least a pass to avoid failing the course.

100% Examination

Many subjects will be assessed at the end of the three years of study. This means that you will not be completing coursework during your studies.

All of your knowledge will be tested at the end of Year 11.

It is essential that you become familiar with revising regularly for assessments in order to prepare you for the exams. It is also vital that you maintain an excellent attendance record in order that you do not miss the work.

You will need to revisit your class notes on a regular basis and ensure that you are completing all homework and classwork to the highest standard.

Coursework

Coursework is a requirement for a few courses and contributes to the final examination grade. It is important that your child is organised so as not to fall behind with their work.

Coursework needs to be completed to the highest standard.

ENGLISH LANGUAGE AND ENGLISH LITERATURE



Most students study the AQA specifications for both English Language and English Literature and are awarded two separate grades.

WHAT YOU WILL STUDY

English Language Course Outline

The course focuses on the development of reading and writing skills. Students are expected to demonstrate a competent control of Standard English and to write accurately and confidently. They will learn to read critically a variety of texts from a range of genres spanning the 19th, 20th and 21st centuries, including fiction and literary non-fiction

Explorations in Creative Reading and Writing, Paper 1

Section A - Reading a 20th or 21st century fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers.

Section B - Writing their own creative text, inspired by the material that they have read in Section A.

Writers' Viewpoints and Perspectives, Paper 2

Section A - Reading two linked sources from different time periods and genres in order to consider how each communicate their viewpoint to the reader.

Section B - Producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme from Section A.

Spoken Language, Non-examination Assessment

Presenting information and ideas, using Standard English appropriately.

ASSESSMENT

All students will be assessed on two written papers, with equal weighting of 50%. These papers will be taken at the end of the course in Year 11.

There is a separate qualification available for Spoken Language.

PROGRESSION

A pass at the higher level in English Language is required for most Level 3 pathways.

CAREERS

English is important in all careers but is vital for working in the Health Service, Teaching, careers in the Media and careers in Science.

English Literature Course Outline

English Literature encourages students to read a wide range of classic literature and make comparisons across their study. They will learn to analyse and evaluate a range of texts including 19th century fiction, Shakespeare and a range of literature from the English Heritage.

Shakespeare and the 19th Century Novel, Paper 1

Section A - Romeo and Juliet by William Shakespeare, writing about an extract and the play as a whole.

Section B - The Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson, responding to an extract and the novel as a whole.

Modern Texts and Poetry, Paper 2

Section A – An Inspector Calls by J. B. Priestley, writing a response to a classic modern text.

Section B - Poetry of Power and Conflict, reading and writing about a range of poetry linked by the theme of war and conflict.

Section C - Unseen Poetry, comparing unseen poems.

ASSESSMENT

English Literature comprises two examinations, with equal weighting of 50%

PROGRESSION

English Literature is useful for further study in most Level 3 pathways and is essential for A Level English Literature.

CAREERS

English Literature is useful for careers in Editing, Proofreading and Creative Writing.

MATHEMATICS

Mathematics is one of the core subjects you must study at KS4

THE AIMS OF THE COURSE ARE:

1. To increase and deepen your mathematical knowledge
2. To improve your mathematical skills
3. To develop your ability to use mathematics in other subjects and in everyday situations
4. To improve your ability to appreciate mathematics and to reason logically

WHAT YOU WILL STUDY

You will follow a mathematics course that is appropriate to your present ability – your achievements and efforts will determine your level of GCSE entry and may result in movement to another group.

You will be expected to provide your own equipment at all times, INCLUDING A CALCULATOR, PROTRACTOR AND COMPASS.

ASSESSMENT

There are 2 examination levels:

Higher 5, 6, 7, 8, 9

Foundation 1, 2, 3, 4, 5

Your GCSE exams will be in May/June of year 11.

FUNCTIONAL SKILLS

You will be entered for Functional Skills in Year 9 but this examination may be retaken in year 10 or year 11 to improve your level if required for any other course/subject.

MONEY AND FINANCE

You will undertake lessons in Financial Education, (LiFE), Foundation Programme and will be entered for examination in Year 9.

Money and Finance CEFE, Level 2, is an option that can be chosen.

There are three examinations over the three year course and currently it is graded from A* to D

PROGRESSION

A grade C pass or above in Mathematics is required for most Level 3 pathways and you will be required to continue studying Level 2 Mathematics Post 16 if you do not achieve it in Year 11.

An A grade pass could lead to A Level Mathematics.

CAREERS

Mathematics is important in a great range of careers but is vital for accountancy, teaching, nursing and Science related careers.



CORE SCIENCE AND TRIPLE SCIENCE OPTION

Science is a core subject at KS4 and all pupils must study for a minimum of two combined science GCSEs.

WHAT YOU WILL STUDY

In **Year 9** pupils will work on fundamental science principles that underpin the key areas of Biology, Chemistry and Physics

| Biology | Chemistry | Physics |
|--|--|--|
| Topic 1 – Overarching concepts in biology | Topic 1 – Overarching concepts in chemistry | Topic 1 – Overarching concepts of physics |
| Topic 2 – Cells and control | Topic 2 – States of matter | Topic 2 – Waves |
| Topic 3 – Genetics | Topic 3 – Methods of separating and purifying substances | Topic 3 – Light and the electromagnetic spectrum |
| Topic 4 – Natural selection and genetic modification | Topic 4 – Acids | Topic 4 – Particle model - 1 |
| | Topic 5 – Obtaining and using metals | Topic 5 – Radioactivity |
| | Topic 6 – Electrolytic processes | |

Year 10 pupils will continue their study of Biology, Chemistry and Physics units.

| Biology | Chemistry | Physics |
|--|---|---|
| Topic 5 – Health, disease and the development of medicines | Topic 7 – Reversible reactions and equilibria | Topic 7 – Energy - forces doing work |
| Topic 6 – Plant structures and their functions | Topic 12 – Groups 1, 7 and 0 | Topic 8 – Forces and their effects |
| Topic 7 – Animal coordination, control and homeostasis | Topic 13 – Rates of reaction | Topic 9 – Electricity and circuits |
| Topic 8 – Exchange and transport in animals | Topic 14 – Fuels | Topic 11 – Magnetism and the motor effect |

In **Year 11** pupils will complete the remaining units and consolidate their learning in preparation for the exams.

| Biology | Chemistry | Physics |
|--|--|-------------------------------|
| Topic 9 - Ecosystems and material cycles | Topic 15 – Heat energy changes in chemical reactions | Topic 13 - Particle model - 2 |
| Exam Preparation | Topic 16 – Earth and atmospheric science | Topic 14 - Forces and matter |
| | Exam Preparation | Exam Preparation |

CORE SCIENCE AND TRIPLE SCIENCE OPTION



TRIPLE SCIENCE OPTION

For those pupils with a keen interest in Science (with a GCSE target grade of 6) and who achieve the highest grades in their year 8 exams there will be an opportunity to select to study Triple Science as an Option.

Pupils will study for separate GCSEs in Biology, Chemistry and Physics. There will be additional units to complete and extra content in the above mentioned units.

ASSESSMENT

There will be a new 9–1 grading system, with 9 being highest grade and 1 being the lowest grade.

Foundation tier will cover grades 1–5, and higher tier will cover grades 4–9.

GCSE (9–1) Combined Science (Double Award) students will receive two grades.
For example 7–7 or 6–6.

In addition, it will be possible for students to achieve two different grades.
For example, students may receive a 7–6 or a 6–5.

This will not reflect different performance on different papers, but will be a grade at a midpoint.
For example a 7–6 would be awarded at midway between 7–7 and 6–6.

This would give a 17-point grade scale for GCSE (9–1) Combined Science (Double Award).

All students will take 6 x 1hr10 exams, with those studying triple taking 6 x 1hr45 exams

A minimum of 8 practical tasks per GCSE are included (16 for combined science). These will be based on a set of agreed techniques. Knowledge and understanding of these core practical tasks, as well as investigative skills will be tested in the exams. 15% of marks in the exams will be devoted to practical assessment.

PROGRESSION

GCSE Science could lead to further science study including A Level Biology, Chemistry and Physics or BTEC Level 3 Science.

CAREERS

GCSE Science is required for careers in Nursing, Medicine, Dentistry, Veterinary Science, Forensic Science and Laboratory Technician.

ART AND DESIGN

Art and Design is both a creative and academic subject. If you enjoy looking at other artists work, producing your own Art or aspire to become either an Artist or Designer then this is the course for you.

Why choose GCSE Art and Design?

The Creative Industries, which range from advertising, design and crafts to TV, film, music and games, accounted for 3.12 million jobs in 2018. One in every eleven jobs in the UK is in the creative industry.

Taking GCSE Art and Design can open up a wealth of career possibilities and can also be used in many other areas. The course aims to develop all aspects of Art, but is weighted heavily on your sketchbook. GCSE Art and Design is a good accompaniment for a wide range of other subjects and also helps to develop many important qualities, useful for gaining employment. These include: confidence, creativity, reliability, concentration, perseverance, patience and a positive attitude.

GCSE Fine Art

The course (2 lessons per week) is aimed at students who have an interest in Art and Design and want to improve their artistic abilities but also want to learn about other artists both traditional and contemporary as it is important to demonstrate in the sketchbook that your ideas are influenced by other artists, designers or craftspeople.

At the beginning of the course you will develop your existing skills and be introduced to new materials and techniques, this will be achieved through Art based projects. You will then work on a coursework project which will be centre-assessed and externally moderated.

The final part of the course is the controlled assessment which is where you work on another project set by the exam board and you produce your final piece under exam conditions.

ASSESSMENT

This course is assessed by 4 objectives:

AO1 Develop ideas through investigations, demonstrating critical understanding of sources. (25%)

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (25%)

AO3 Record ideas, observations and insights relevant to intentions as work progresses. (25%)

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (25%)

In Art coursework contributes to 60% of the end result. The controlled assessment or exam is contributes to the remaining 40%.

ART AND DESIGN



What equipment will I need to study GCSE Art and Design?

Artistic equipment is vital on any Art course, most equipment will be provided by the school but some basic artist materials will be helpful for you to complete self-motivated work at home.

You will need the following things to study on this course:

- Sketching/drawing pencils (a minimum of 4 but 12 ideally)
- Sketchbooks (one per project and you will study 4 projects over the 3 years.)
- A3 portfolio.
- Pencil sharpener.
- Rubber.
- Glue stick
- Black pen
- A good set of colouring crayons
- A set of watercolour paints
- Paint brushes.

Why should I choose GCSE Art & Design?

You should choose to study GCSE Art and Design if:

- You enjoy Art.
- You enjoy being creative.
- You enjoy practising art in your own time.
- You want to write about your own work.
- You want to learn and write about other artists.
- You want to study art post 16.
- You would like to work in the creative industries.

PROGRESSION

This course provides the knowledge, skills and understanding to gain a job in the Art and Design sector. It also prepares students for AS and A Level, BTEC level 3 Art and Design or OCR Cambridge Technical Level 3 in Art and Design. It is also a useful subject to include on CV and UCAS personal statement.

CAREERS

Film/television and photography, floristry and hairdressing, landscape gardening, theatre and stage design, product design, furniture design, interior design and architecture, illustration, graphic design, publishing, games design, fashion and textiles

BUSINESS STUDIES

GCSE Business Studies is offered as a single option. During the course you will study two themes and the course will be assigned 2 hours per week. The course will be applied on the linear approach with all exams completed at the end of the three years.

WHAT YOU WILL STUDY

Theme 1 Investigating Small Business (50%)

Theme 2 Building a Business (50%)

GCSE qualifications in business subjects should encourage students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. The GCSEs should prepare students to make informed decisions about further learning opportunities and career choices.

GCSE qualifications in business subjects enable students to:

- actively engage in the study of business and economics to develop as effective and independent students and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- appreciate the range of perspectives of different stakeholders in relation to business and economic activities
- consider the extent to which business and economic activity can be ethical and sustainable.

ASSESSMENT

The course will linear approach with examinations with all exams completed the end of the three years of study.

PROGRESSION

Completion of the course allows learners to progress to:

- BTEC L3 Nationals
- A levels
- Higher Education or employment

You could also enter the workplace through an Apprenticeship.

CAREERS

Business Studies could lead to careers in Accountancy, Banking, Retail, Insurance Industries and running your own business.

CONSTRUCTION



BTEC Level 1/ Level 2 First Award in Construction and the Built Environment is offered as a single option 2 hours a week. These courses offer an introduction to the sector and gives the student the chance to acquire the basic vocational skills which they can develop further in the Sixth Form on industry recognized courses.

The **BTEC Level 2** course is equivalent to **1 GCSE** and is graded **Pass, Merit or Distinction**.

The **Level 1** course is equivalent to **1 GCSE** and is either **Pass or Fail**.

WHAT YOU WILL STUDY

Construction Technology

In this unit you will:

- Understand the structural performance required for low-rise construction.
- Explore how sub-structures are constructed
- Explore how superstructures are constructed

Construction and Design

In this unit you will:

- Understand the work of the construction industry
- Understand a client's needs to develop a design brief for a low-rise building
- Produce a range of initial sketch ideas to meet the requirements of a client brief for a low-rise building

Mandatory Units

Scientific and Mathematical Applications for construction

In this unit you will:

- Understand the effects of forces and temperature changes on materials used in construction.
- Use mathematical techniques to solve construction problems.

ONE OPTIONAL UNIT

Unit 6: Exploring Carpentry and Joinery Principles and Techniques

In this unit you will:

- Understand tools, materials and equipment used in carpentry and joinery.
- Develop practical skills using safe techniques to produce a timber frame.

Or

Unit 7: Exploring Brickwork and Blockwork Principles and Techniques

In this unit you will:

- Understand tools, materials and equipment used for brickwork and blockwork.
- Develop practical skills and safe techniques to construct brickwork and blockwork.

ASSESSMENT

Unit 1: Construction Technology is assessed through a one hour written exam. All other units are assessed internally, in the form of practical models and written assignments.

PROGRESSION

Bricklaying or Carpentry and Joinery can be studied at Level 2 or Level 3 in the Sixth Form or you could enter the workplace through an Apprenticeship.

CAREERS

There are many careers in the Construction Industry including trades such as Bricklaying, Joinery, Plasterer, Glazier and Shop Fitter, Architect or Structural Engineer.



SAPIENTIAM

MUSIC

Music is both a creative and academic subject. It can be employed in many walks of life and can be a really valuable skill for many careers. When applying for courses and jobs you need to get yourself noticed and, if you have musical ability and gain this GCSE, you set yourself apart as it is a specialist subject.

WHY STUDY MUSIC?

Taking GCSE Music can open up a wealth of career possibilities and can also be used in many other areas. The course aims to develop all aspects of music. GCSE Music is a good accompaniment for a wide range of other subjects and also helps to develop many important qualities, useful for gaining employment. These include: confidence, creativity, reliability, concentration, perseverance, patience and a positive attitude.

WHAT YOU WILL STUDY

Course Structure

The course is focussed on three basic disciplines:

- Performing (playing or singing) 30%
- Composing 30%
- Appraising 40%

Through the course you will study five Areas of Study:

- My Music
- The Concerto Through Time
- Rhythms of the World
- Film Music
- Conventions of Pop

You will also study a range of musical theory including:

- Pitch and chords
- Tonality and key
- Structure
- Timbre and recognition of instruments
- Texture
- Tempo, metre and rhythm
- Dynamics including Italian Terminology.

The context of music will also be studied and the ability to read staff notation (Treble and Bass Clef) is essential.

You will be expected to attend one music club at school, as part of your Homework each week and will receive free instrumental/vocal tuition from our visiting instrumental tutors.

ASSESSMENT

The course aims to develop all aspects of music, but is weighted heavily on performance. All pupils who perform music would benefit from this course. GCSE Music is a good accompaniment for a wide range of other subjects and also helps to develop many important qualities, useful for gaining employment. These include: confidence, creativity, reliability, concentration, perseverance, patience and a positive attitude.

You will record a Solo and an Ensemble Performance, compose two pieces of music (one based on a brief set by OCR) and sit a Listening Examination.

PROGRESSION

This course provides the knowledge, skills and understanding to gain a job in the Music sector. It also prepares students for AS and A Level or BTEC Music. It is also a useful subject, to include on CV and UCAS personal statement.

CAREERS

Cruise Ships and Entertainment,
Entertainment at Holiday Camp, Holiday Rep,
Working with Children (teaching assistants, child care),
Community Musician, Music Therapy, Nursing,
Music Teaching, Arts Management, Arts Development,
Backstage Crew, Events Management, Museum Curator,
Disc Jockey, Personal Relations, TV/Radio Presenting,
Agent, Musician

PHYSICAL EDUCATION

All Key Stage 4 pupils will receive 2 hours of core PE a week.

You can also choose to study for a Physical Education qualification. To be successful in the subject you must have sporting ability and be able to attend regular extra-curricular clubs and/or represent the Academy in sports fixtures.

An interest in learning about the body and the impact and effects of sport on an individual's participation is necessary.

GCSE PHYSICAL EDUCATION

The GCSE Physical Education course is one which is theoretically dominated making up 60%, with a practical element creating 40% of the overall grade. These will be mainly based in the classroom with some practical lessons – usually delivering theory through a practical element.

WHAT YOU WILL STUDY

Theory of PE – 2 Exams

Paper 1 – The Human Body & Movement in Physical Activity & Sport (30%)

- Applied Anatomy & Physiology
- Movement Analysis
- Physical Training
- Use of Data

Paper 2 – Socio-Cultural Influences & Well-Being in Physical Activity & Sport (30%)

- Sports Psychology
- Socio-cultural influences
- Health, Fitness & Well-being
- Use of Data

Practical Performance in PE

- Practical performance in three different physical activities in the role of player/performer; one in a team activity, one in an individual activity and a third in either a team or in an individual activity. (Each activity = 10%. Overall = 30%)
- Analysis & Evaluation of Performance to bring about improvement in one activity (Written document - 10%)

ASSESSMENT

GCSE PE is a challenging course and a large proportion of the grade will be from theoretical examinations (60%) with only 40% being practically assessed.

PROGRESSION

Level 3 BTEC Extended Diploma in Sport (UAH) or A-Level PE.

CAREERS

PE Teacher, Sports Coach, Personal Trainer, Sports Science Industry, Sports Development, Sport & Leisure Industry & Management, Exercise, Health & Fitness Industry, Physiotherapist, Sports Psychology, Sports Analysis & more.



RELIGIOUS STUDIES

FULL AND SHORT COURSE

The study of Religious Studies is a requirement for all pupils at Key Stage 4 and all pupils will access the short course. There is also the possibility to study for the full course.

GCSE Religious Studies is a three year course which will provide you with the opportunity to challenge your own views, discover new things about our world and learn how to put your ideas forward in a reflective manner.

You will:

- Be able to engage in a subject where different cultures and beliefs are explored.
- Explore religions, beliefs and reflect on fundamental questions challenging their beliefs and the beliefs of others;
- Challenge voice your own opinions about a number of ethical issues.
- Apply religious beliefs to ethical issues such as terrorism.
- Be able to express your own opinion on a variety of topics.

WHAT YOU WILL STUDY:

Religion 1: Christian Beliefs & Practices

- How can God be all-loving if people suffer?
- Do we have free will or are our lives pre-planned?
- What do Christians believe about Life after Death?
- How do Christians worship God?
- Are Christian festivals really about religion in modern Britain?

Religion 2: Hinduism Beliefs & Practices

- Do Hindu's believe in one God or many gods?
- What is the meaning of life?
- What is the best form of Yoga?
- Where should Hindu's worship?
- Are we really here or is this all just an illusion?

Theme A: Relationships and families

- Are gay marriages acceptable within Christianity?
- What do Christians believe about divorce?
- Why do some Christians believe contraception is unacceptable?
- Is Christianity sexist?

Theme B: Religion and life

- Should you help someone die if they have a terminal illness?
- Should everyone have unlimited access to abortions?
- Is it right to test medicine's on animals, if it might save lives?

Theme D: Religion, peace and conflict

- What are the causes of terrorism?
- Is the Just War Theory out of date?
- Why do some Christians think it's important to work for peace?

Theme E: Religion, crime and punishment

- Are people born evil or do they learn that behaviour?
- Do prisons work?
- When should we forgive people? For what actions?
- Should Britain bring back the death penalty?

DESIGN AND TECHNOLOGY

FOOD PREPARATION AND NUTRITION

Food Preparation and Nutrition is an exciting and rewarding subject. Students will learn how to select a nutritious diet in order to achieve a healthy lifestyle, in line with current government guidelines. At the same time, you will learn the skills that enable you to make a wide range of dishes. You will also acquire an understanding of food safety and hygiene, how to prepare, cook and present dishes and how to efficiently plan and organise your practical activities. This subject provides valuable lessons, which will equip students with practical life skills.

WHAT YOU WILL STUDY

Students will need to make connections between theory and practice in order to apply their understanding of food and nutrition to the practical preparation of food.

The topics covered in this course are:

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

All dishes planned and cooked will be focused around the government guidelines of the 'Eatwell Guide'. Students will be expected to cook with a wide range of ingredients from all the major food groups.

IMPORTANT INFORMATION:

For the majority of the course, ingredients will be required on a weekly basis, unless we are working through an area of pure theory based work. Students will be expected to provide ingredients. This is a commitment that needs to be taken when opting for the course.

Any concerns with this need to be discussed with Mrs Mason before selecting the course.

ASSESSMENT

NEA 1: Food Investigation

This examines students' understanding of the working characteristics, functional and chemical properties of ingredients. Students will write an electronic report (1,500 - 2,000 words) including photographic evidence of practical Food Science investigations. This contributes towards 15% of the final Grade.

NEA 2: Food Preparation Assessment

This examines students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and the application of nutrition. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours. Students will write an electronic report, which reflects the planning for their task. This contributes towards 35% of the final Grade.

Exam: 1 hour 45 minutes written paper.

The exam tests students' theoretical knowledge of food preparation and nutrition. This contributes towards 50% of the final Grade.

DESIGN AND TECHNOLOGY

HOSPITALITY AND CATERING

This course concentrates on the hospitality and catering industry. You will develop the knowledge and understanding related to a range of hospitality and catering providers, how they operate and what they have to take into account in order to be successful. The qualification is graded from Level 1 pass to Level 2 Distinction*

The qualification has been devised around the concept of a 'plan, do, review' approach so that students take part in practical activities in different contexts in order to learn the related theories. This approach mirrors many work related activities in the hospitality and catering sector and also provides for learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment or training.

WHAT YOU WILL STUDY

You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. Student will learn a wide variety of professional kitchen skills and knowledge so that they are well equipped to complete their four hour practical assessment. In addition to this, students will learn transferable skills of planning, problem solving, organisational and time management, and communication skills.

ASSESSMENT

Unit 1 The Hospitality and Catering Industry. External, on line examination that lasts 1 hour 30 minutes. This external examination will take place at the end of Year 11 and contributes towards 40% of the final grade.

Unit 2 Hospitality and Catering in Action. This internal assessment contributes towards 60% of the final grade. For this internal assessment, students will be required to respond to a task set by the exam board. To respond to this task students will need to research, plan and safely prepare and present a nutritional dish. The preparation and presentation of this final dish will need to be completed in a single 4 hour period.

IMPORTANT INFORMATION

For the majority of the course, ingredients will be required on a weekly basis, unless we are working through an area of pure theory based work. Students will be expected to provide ingredients. This is a commitment that needs to be taken when opting for the course. Any concerns with this would need to be discussed with Mrs Mason before selecting the course.

DESIGN AND TECHNOLOGY

LEVEL 1 AND LEVEL 2 BTEC ART AND DESIGN

The current course being offered in Design & Technology is a BTEC First Award. This replaces the now discontinued GCSE Design and Technology GCSEs in Graphic Products, Resistant Materials and Textiles Technology. The qualification is graded at Level 1 Pass and Level 2 Pass through to Level 2 Distinction*.

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: team working; working from a prescribed brief; working to deadlines; presenting information effectively. The course is designed to motivate learners, and open doors to progression into further study and responsibility within the workplace.

This approach mirrors working in the creative industries and provides students with a qualification allowing wider opportunities for progression into further education, employment or training.

Students have the opportunity to have the course delivered to them via one of the three Design and Technology specialisms (Graphics, Resistant Materials or Textiles)

ASSESSMENT

The course is broken down into four distinct modules:

Unit 1 Introduction to Specialist Pathways in Art and Design (25% of the final grade).

Unit 2 External exam: Creative Project in Art and Design. The exam is taken during Year 10 and contributes towards 25% of the final grade.

Unit 3 Communicating Ideas in 2D (25% of the final grade).

Unit 4 Communicating Ideas in 3D (25% of the final grade).

WHAT YOU WILL STUDY

Regardless of the specialist material area chosen, all students will follow the same basic programme:

Year 9 is dedicated to skills development; Year 10 is dedicated to the completion of Unit 1 and Unit 2. Year 11 is dedicated to the completion of Unit 3 and Unit 4.

The work you will undertake will require you to, through reflection and evaluation, become efficient at using a range of tools, machines and equipment that are relevant to your chosen specialist area. You will be required to produce a portfolio for each unit of work.

You will also have an opportunity to see how small scale practitioners operate: how they analyse a given brief; research and plan activities; present work to clients; and how they produce the chosen final product.

For each of the 4 units, students will be able to specialise in the material areas traditionally offered here at UAH: Graphic products, Resistant Materials and Textiles Technology.

IMPORTANT INFORMATION

It is important that you make an informed choice of the D&T subject you wish to specialise in. Due to the course being 100% coursework based, changing to another D&T strand partway through the course will not be possible due to the amount of coursework that you will have missed and the programme for each unit. Please do not hesitate to contact Mr Love to discuss any queries.

DESIGN AND TECHNOLOGY

GRAPHIC PRODUCTS

WHAT YOU WILL STUDY

Students will study and focus on a wide range of skills within the graphics and visual communication area to ensure they have a well-rounded understanding of the subject. Students will learn how to use a variety of hand drawing skills and IT based techniques in order to create artist illustrations, jewellery, logos and notebooks.

Unit 1 Introduction to Specialist Pathways For this unit the students will be creating notebooks, learning about industrial processes, isometric and perspective drawing, colour theory, binding methods and developing their computer design skills.

Unit 2 Creative Project in Art and Design For this unit the students will work on visual communication by creating a logo for a company. Students will take inspiration from designers' work to help them create and develop a wide range of designs. They will use a range of boards, and vinyl, acrylic and digital programmes to create their final outcomes.

Unit 3 Communicating Ideas in 2D: For this unit the students will be creating illustration to promote literacy in school. Some of the skills this will cover are hand drawn skills such as sketching, pen and ink drawing, mono printing, rendering, watercolour, chalks, oil pastels and collage. Digital skills such as vinyl, use of CAD software and plotter cutting will also be developed.

Unit 4 Communicating Ideas in 3D: For this unit the students will be creating a jewellery set. Skills covered in this unit will include using sublimation printing, etching into metals and laser cut acrylic.

For more information regarding the Graphics specialist route, please see Miss Hallam.

IMPORTANT INFORMATION

Students will be required to draw by hand in addition to using digital software.

DESIGN AND TECHNOLOGY

RESISTANT MATERIALS

WHAT YOU WILL STUDY

Students will study and focus on a wide range of skills within Resistant Materials to ensure they have a well-rounded understanding of the subject giving them a good grounding as young designers. Students will be taught the design process and, through the medium of wood, metal and plastic, respond to design briefs in order to design and create new and interesting products.

Unit 1 Introduction to Specialist Pathways For this unit the students will be create a new wooden toy or product for the Swedish toy company “Playsam”. They will learn some basic design theory and then go through the design process, focusing on model making and development to create a product that meets the brief that they are set.

Unit 2 Creative Project in Art and Design For this unit the students are to respond to an external brief set by the exam board. The students will be focusing on laser cut acrylic jewellery as their focus for the project. Students will take inspiration from designers’ work to help them create and develop a wide range of designs. They will use a range of design skills and modelling techniques to create their final outcomes.

Unit 3 Communicating Ideas in 2D: For this unit the students will be taught a vast array of 2D skills needed in the design industry. These range from hand drawing, sketching, pen and ink drawing, mono printing, rendering, watercolour, chalks, oil pastels, right through to collage. These skills are then used to create a promotional item that will be sublimation printed onto a coffee mug and acrylic laser cut coaster.

Unit 4 Communicating Ideas in 3D: For this unit the students will be creating a laser cut acrylic portable speaker. Skills covered in this unit of work will be model making, development, soldering and assembling circuits and laser cutting acrylic.

For more information regarding the Resistant Materials specialist route, please see Mr Love.

DESIGN AND TECHNOLOGY

TEXTILES

WHAT YOU WILL STUDY

Contemporary Textiles relates to all things fabric, whether this is fashion, art or interior design. You will learn how to use a variety of hand and machine equipment in order to create fabric manipulation, surface decoration and construct textile installation pieces.

Some of the skills covered include:

fabric manipulation such as fabric slashing, patchwork, smocking, pleats, gathers and shearing, surface decoration such as hand beading, tie-dye, marbling, stencil printing, bleaching, embroidery, fabric manufacture such as weaving, knitting, wet felting and needle felting, construction methods such as seams, darts, use of fastenings.

Unit 1 Introduction to Specialist Pathways For this unit the students will create a half scale shirt or top for the fashion designer Vivienne Westwood. They will learn some colour theory and how to draw the human figure. Students will then go through the design process, focusing on model making and development of textiles techniques to create a prototype of the shirt/top that meets the brief.

Unit 2 Creative Project in Art and Design For this unit the students are to respond to an external brief set by the exam board. The students will be focusing on adaptation and manipulation of existing garments. Students will take inspiration from existing designers and will design a new product that incorporates the fabric from the garment they have chosen. They will use a range of design skills and modelling techniques such as pleats, felt making, needle felting, embroidery, laser cutting and beading to create their final outcomes.

Unit 4 Communicating Ideas in 3D: For this unit the students will be taught about 3D practitioners, artists and designers. They will learn a vast array of 3D skills needed in the design industry. These range from weaving, knitting, macramé, felt making, laser cutting and laser etching. These skills are then used to create a contemporary textile art or fashion piece.

Unit 6 Investigating Contextual References in Art and Design: This unit allows students to ask the question “How are artists, designers and craftspeople influenced by the world they live in?” In this unit they will investigate historical and contemporary art, craft and design practice, exploring how artists, craftspeople and designers work as individuals or as part of a key movement or culture. Students will develop their research skills, seeking primary sources in museums and galleries or from practitioners which will give them starting points to find secondary source material from books, magazines, journals and the internet.

Further information about the course can be sought from Miss Dilnutt.

IMPORTANT INFORMATION

Students are expected to supply their own fabric and components for Year 10 and 11. Any concerns regarding this would need to be discussed with Mr Love, Head of Department, prior to selecting the course.

GEOGRAPHY

“Geography is the subject which holds the key to our future” Michael Palin

We believe that you should take Geography because it helps you:

- To understand the environment at local and global scales
- To know your world through fieldwork
- Make wise decisions that balance the environment and development concerns
- To develop a wide range of skills such as presenting arguments or map skills
- To use computers and other technology for analysis / presentation
- To understand other cultures in UK and throughout the world
- To know where places in the world are

WHAT YOU WILL STUDY

GCSE 9-1 OCR B (Geography for Enquiring Minds)

Themes include: Global Hazards, Changing Climate, Distinctive Landscapes, Sustaining Ecosystems, Urban Futures, Dynamic Development, UK in the 21st Century and Resource Reliance.

10% of the GCSE grade will now be made up from Maths and Statistics work therefore a good grasp of Mathematics is essential. Emphasis is placed on written and numeracy skills.

ASSESSMENT

The course will now be 100% examination with 3 exams at the end of Year 11.

There is a requirement for fieldwork (2 pieces – human and physical). It is compulsory to attend the field trips in order to be able to complete the course and the exams.

Paper 1 Our Natural World
1 hour 15 minutes
(35%)

Paper 2 People and Society
1 hour 15 minutes
(35%)

Paper 3 Geographical Exploration
1 hour 30 minutes
(30%)

PROGRESSION

You could continue your study of Geography at A Level in the Sixth Form. Geography links extremely well with specialist Science and arts subjects, so it is ideal for a balanced curriculum. It also link well with Philosophy and Ethics.

CAREERS

Architecture, Cartography, Landscape Design, Agriculture, Environmental Health, Conservation, Archaeology, Law, Curator, Publishing

HISTORY

“A generation which ignores History has no past and no future” - Robert Heinlein.

“In studying History we are finding out about ourselves” – Vivian Galbraith.

WHY CHOOSE GCSE HISTORY?

- You will develop your analytical skills
- You will gain an understanding of key historical events and their impact
- You will study Primary and Secondary evidence to reach informed conclusions
- You will be able to make judgements between historical interpretations

WHAT YOU WILL STUDY:

- Crime and punishment in Britain (The Whitechapel murders)
- Superpower relations and the Cold War
- The rise of Hitler- 1918-1939
- Anglo-Saxons and Norman England

You are taught to analyse a great variety of historical evidence, both visual and written, in order to make reasoned and informed judgements and answer a range of questions presented to you.

ASSESSMENT

The course will now be 100% examination.

There are 3 written examinations at the end of the course:

Paper 1 : Crime and punishment in Britain (The Whitechapel Murders)

Paper 2 :
Superpower Relations and the Cold War
1941-1991

Anglo-Saxon and Norman England

Paper 3 :Weimar and Nazi Germany 1918-1939

PROGRESSION

You could continue your study of History at A Level in the Sixth Form.

CAREERS

Advertising, teaching, heritage work, Police, archaeology, politics, law and marketing

FRENCH

A qualification in a language is a very desirable skill for employers and offers an advantage in many businesses with the opportunity to work and create links with companies in other countries. Having the knowledge of a language complements other important qualifications required for many sectors of employment and shows ability to communicate and adapt to different situations and people.

At Key Stage 4, students have the opportunity to further develop their grammatical knowledge of French as well as learning many transferrable skills, such as; problem solving, public speaking, communication skills, memory skills as well the ability to negotiate with others. Students will also acquire a deeper cultural experience within their studies about the French speaking world, through a range of topics, which will further improve their acceptance and knowledge of another country's customs and traditions.

WHAT YOU WILL STUDY

- Identity and culture, travel and leisure activities
- Local, national, international and global areas of interest
- Current and future study and employment

ASSESSMENT

Four skills are examined at the end of Year 11 at either Foundation or Higher tier.

Reading (25%)

This component requires learners to respond to a range of questions in English and French. They will complete a range of different types of exam question using materials such as emails, messages and letters. Learners will also be required to translate short passages.

Listening (25%)

Learners will respond to different types of spoken language which may include monologues, conversations, discussions, interviews, announcements and messages.

Writing (25%)

Students are required to produce three pieces of writing across a range of topics. Texts range from 20-30 words to 80-90 words for Foundation and 40-50 words and 130-150 words for Higher.

Speaking (25%)

You will be required to prepare and deliver a short speech. You will also need to respond in French to a role play, a photo card and a short conversation.

PROGRESSION

You could continue your study of French at A Level in the Sixth Form

CAREERS

International trade, banking and finance, law, translation, tourism, teaching, journalism.

ECONOMICS

Economics is about people and their economic choices. This course enables learners to appreciate we are all part of the economy and that economics relates to every aspect of our lives – from the decisions of individuals or families to the structures created by governments and producers. It will develop learners' understanding of how economic issues affect choices about resources and markets and vice versa.

The OCR GCSE (9 – 1) in Economics will encourage learners to:

- understand how markets operate and the roles of consumers, producers or workers within markets
- understand how the economy works nationally and globally and the levers employed by governments to reach desired social and economic objectives
- actively engage in the study of Economics to develop as effective, self-motivated students, and as critical, reflective thinkers with enquiring minds, able to distinguish between fact and opinion
- understand and apply their economic knowledge and skills to investigate current and historical economic situations and issues in a range of national and global context
- build economic arguments, making informed judgements by using economic concepts and quantitative evidence through the use, application and interpretation of data
- understand the perspectives of different economic agents, including consumers, producers and government in relation to economic activity
- consider moral, ethical and sustainability issues that arise as a result of the impact of economic activity

QUALIFICATION STRUCTURE

Component One: Introduction to Economics

This introduces learners to the fundamental economic terms and concepts. They will apply these to investigate and explain how markets work in contemporary and historical economic contexts.

Learners will study the different roles and perspectives of the main economic agents (consumers, producers and the government) and how they interact in the economy.

Students will develop the ability to use and interpret quantitative data to justify economic decisions. They will learn to appreciate that all economic choices have costs and benefits. This will encourage them to consider moral, ethical and sustainability issues that arise as a result of the economic activity in a range of national and global contexts.

Component Two: National and International Economics

This provides learners with an understanding of the main economic objectives and role of the government in achieving them.

Students will investigate the effects of economic policies on markets. They will use and interpret quantitative evidence such as unemployment figures, in contemporary and historical economic contexts.

They will learn to appreciate the importance and impact of international trade by analysing data such as quantitative information on exports and imports.

Learners are encouraged to consider moral, ethical and sustainability issues that arise as a result of the impact of economic activity in a range of national and global contexts.

ASSESSMENT

Each component is assessed at the end of Year 11.

Each exam lasts for 1 hour and 30 minutes.

Each exam is worth 50% of the final GCSE grade and on each paper:

Part A consists of 20 multiple choice questions.

Part B consists of three questions, each with a short case study and related short and medium response questions, as well as the opportunity for extended response.

A minimum 10% of the total marks uses explicit application and assessment of quantitative skills.

PROGRESSION

On completion of this course you can progress to a higher qualification (Level 3) or aim for a career in the Finance Sector where over 2 million people are employed in accountancy, banking, insurance, investments and pensions as well as other financial services.

COMPUTER SCIENCE

The qualification will build on the knowledge, understanding and skills established through the Computer Science elements of Years 7 and 8.

The specification enables learners to develop computational thinking skills built on a sound base of conceptual learning and understanding. This is a very challenging course that will require students to analyse abstract problems, breaking solutions down into logical small steps.

You will need to be able to learn computer language (Python) and should have a strong interest in the way computers work.

WHAT YOU WILL STUDY

The course is split into 3 main sections:

Computer systems

This section looks at the structural components of a computer system including systems architecture and software, networks and the ethical, legal, cultural and environmental concerns.

Computational thinking, algorithms and programming

This section looks at fundamental algorithms and programming techniques, computational logic and how data is represented within computer systems

Programming project

This section requires students to produce a solution to an exam board set task, covering all aspects of the system's development life cycle, from analysis to testing and evaluation.

Students wanting to take this option will need to have a keen interest in computing, have a good logical mind and enjoy solving problems.

ASSESSMENT

- Principles of Computer Science: 1 hour 40 minutes written exam (50%)
- Application of Computational Thinking: 2 hours written exam (50%)

PROGRESSION

You will be able to progress on to any Post 16 Computing or ICT course, with the potential to then go to University. You will also be suitably qualified to take up an apprenticeship position in Network maintenance; Web programming; or Programming.

CAREERS

Graphic design, publishing, games design, database administration, network management and software development.



CORE IT

OCR CAMBRIDGE NATIONALS IN ICT - LEVEL 2

Pupils study for core ICT for one hour per week in Years 9, 10 and 11

This qualification will assess the application of ICT skills through their practical use. Pupils will gain essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being.

The Cambridge Nationals in ICT will equip learners with sound ICT skills for everyday use and provide opportunities to develop planning, research and analytical skill. The course will challenge all learners, including high attaining learners, by introducing them to demanding material and skills; encouraging independence and creativity, including data handling and modelling.

WHAT YOU WILL STUDY

R001 – Understanding computer systems.

R002 – Using ICT to create business solutions.

R005 – Creating an interactive product using multimedia components.

R006 – Creating digital images

ASSESSMENT

R001 – 1 hour written paper

R002 – R005 Centre based assessment

PROGRESSION

You will be able to progress on to any Post 16 Computing/ICT course, with the potential to then go to University. You will also be suitably qualified to take up an apprenticeship position in Administration; Network maintenance; Web programming; or Programming.

CAREERS

Office Administrator, Spreadsheet analyst, Sales forecaster, IT Technician, Communications specialist

CHILD DEVELOPMENT

The Childcare Department is situated in the 6th Form Block and is equipped with a wide variety of useful equipment and resources to aid our teaching and the students' learning.

WHAT YOU WILL STUDY AND ASSESSMENT

The qualification is split into 3 parts

1. Health and well-being for child development – externally assessed written paper, equivalent to 50% of the total grade. Questions will cover all aspects of the specification including:
 - Reproduction and the roles and responsibilities of parenthood
 - Antenatal care and preparation for birth
 - Postnatal checks, postnatal provision
 - Conditions for development
 - Recognise, manage and prevent childhood illnesses
 - Child safety
2. Understanding the equipment and nutritional needs of children from birth to five years. This is split into three short tasks and will form 25% of the final grade.
3. Understanding the development of a child from birth to five years. This will form 25% of the final grade. Students will be required to have a child to study between 0-5 years at the beginning of Year 10 in order to complete this area of the course.

Students wishing to follow this course should have a genuine interest in children and should possess the following personal qualities; be caring, helpful, honest, patient and kind.

PROGRESSION

It is also an excellent progression route for further education in the 6th Form where we offer Level 1, 2 and 3 in Childcare.

CAREERS

Childcare Practitioner, Primary School Teacher, Teaching Assistant, Social Work, Nursing, Community Work, Midwifery.

EAL LEVEL 2 FIRST CERTIFICATE

ELECTRICAL INSTALLATIONS

This vocational Level 2 qualification is intended for learners who require a Level 2 engineering qualification to provide them with a broad base of engineering understanding.

This qualification focuses on performance using knowledge and understanding of electrical and engineering principles along with practical accomplishment.

It is intended for 14 -16 learners completing a vocational engineering qualification as a part of their school curriculum. We begin teaching the theory & practical subject matter at year 9.

WHAT YOU WILL STUDY

The Electrical course consists of four units prior to the synoptic assessment.

Unit 001 This unit enables the candidate to acquire essential knowledge and understanding of the engineering environment in relation to the requirements of current legislation, personal development and the factors that influence the engineering industry.

Unit 002 This unit enables the candidate to become aware of the techniques employed in engineering to communicate, take measurements and the use of basic equipment.

Unit 003 This unit enables the candidate to become aware of the types of materials and their properties; fundamental numeracy and craft science used in an engineering environment.

Unit 023 This unit enables candidates to acquire the essential knowledge and skills in order to undertake basic electrical installation work in a safe working environment. Separated Extra Low Voltage (SELV) supplies will be used in all cases.

Candidates will then progress to the synoptic assessment.

ASSESSMENT

Pupils will complete an on-screen external examination for the three mandatory units: consisting of a single one hour 40 question multiple choice examination that covers the assessment criteria of all three mandatory units.

All optional units have EAL provided tasks and/or questions papers with assessment checklists and answers. Pupils will also complete one centre devised and marked synoptic assessment that covers all four units.

PROGRESSION

Successful completion of the course can lead to Sixth Form study of Electrical Installation.

Pupils may study one EAL qualification.

MOTOR VEHICLE IMI LEVEL 1 CERTIFICATE

IN VEHICLE MAINTENANCE AND INSPECTION



This is a Level 1 technical award qualification which provides individuals with a basic introduction to the knowledge, understanding and practical skills required to gain employment or further study in the automotive maintenance and repair industry. This qualification is for learners who have a keen interest in automotive maintenance and repair and are looking to progress into employment within this sector. The qualification has been designed to be practical, engaging and motivating to support learners in gaining the basic knowledge and skills required by automotive maintenance and repair sector employers.

This qualification has been developed for schools to deliver a GCSE equivalent qualification which will afford direct progression to Level 1 full time Motor Vehicle qualifications in Year 12 or alternatively provide transferable skills to other vocational subjects.

WHAT YOU WILL STUDY

The qualification has been designed to be theoretical and practical based which is engaging and motivating to support learners in gaining the basic knowledge and skills required by automotive maintenance and repair sector employers. The knowledge and skills within this qualification can be applied to a range of light and heavy vehicle sectors. Learners will develop the transferable knowledge and skills from the following mandatory subject areas that are required by an automotive maintenance technician:

Knowledge of carrying out periodic maintenance and vehicle inspection

- Know the health and safety practices used within an automotive environment

- Know the tools, equipment and information used within an automotive environment
- Know the requirements for carrying out periodic vehicle maintenance and inspections

Skills in carrying out periodic maintenance and vehicle inspection

- Be able to use safe working practices within an automotive environment
- Be able to use tools, equipment, consumables and information to carry out periodic vehicle maintenance
- Be able to carry out periodic vehicle maintenance and inspection

ASSESSMENT

Learners will gain their basic knowledge and skills in a classroom and workshop-based environment by carrying out tasks which their teacher will observe. Learners are required to complete an online assessment and practical support material as evidence of their skills and knowledge in a 'portfolio of evidence'.

Learners will complete a written report of the practical tasks undertaken as part of the synoptic assessment. This report will be graded by their assessor; Refer, Pass, Merit or Distinction. Learners will also complete an online test that will be automatically externally marked and graded as Refer, Pass, Merit or Distinction.

PROGRESSION

Further study in automotive and engineering subjects or to a career in automotive maintenance and repair as an apprentice technician within the automotive / engineering sector

IMI LEVEL 2 CERTIFICATE IN AUTOMOTIVE MAINTENANCE

This is a Level 2 technical award qualification which provides pupils with an introduction to the knowledge, understanding and practical skills required to gain employment or further study in the automotive maintenance and repair industry. This qualification is for learners who have a keen interest in automotive maintenance and repair and are looking to progress into employment within this sector. It will provide them with the opportunity to develop their knowledge and skills in this ever changing technological sector.

This qualification has been developed for schools to deliver a GCSE equivalent qualification which will afford direct progression to Level 2 full time Motor Vehicle qualifications in Year 12 or alternatively provide transferable skills to other vocational subjects.

WHAT YOU WILL STUDY

The qualification has been designed to be theoretical and practical based which is engaging and motivating to support learners in gaining the basic knowledge and skills required by automotive maintenance and repair sector employers. The knowledge and skills within this qualification can be applied to a range of light and heavy vehicle sectors. Learners will develop the transferable knowledge and skills from the following mandatory subject areas that are required by an automotive maintenance technician:

Knowledge relating to automotive engine and chassis component maintenance

- Understand housekeeping and health and safety practices within an automotive environment
- Understand how automotive engine and chassis systems operate

- Understand how to carry out automotive engine and chassis component maintenance

Skills in maintaining automotive engine and chassis components

- Be able to follow health and safety practices within an automotive environment
- Be able to use tools, equipment and information when maintaining engine and chassis system components
- Be able to remove, inspect and replace engine and chassis system components
- Be able to record information and make suitable recommendations

ASSESSMENT

Learners will gain their knowledge and skills in a classroom and workshop-based environment by carrying out tasks which their teacher will observe. Learners are required to complete an online assessment and practical support material as evidence of their skills and knowledge in a 'portfolio of evidence'.

Learners will complete a written report of the practical tasks undertaken as part of the synoptic assessment. This report will be graded by their assessor; Refer, Pass, Merit or Distinction. Learners will also complete an online test that will be automatically externally marked and graded as Refer, Pass, Merit or Distinction.

PROGRESSION

Further study in automotive and engineering subjects or to a career in automotive maintenance and repair as an apprentice technician within the automotive / engineering sector.

EAL LEVEL 2 FIRST CERTIFICATE IN ENGINEERING – PIPEWORK OPERATIONS



If you are interested in a career as a plumber or wish to work within the construction and engineering industry then this course might be suitable for you.

The qualification is available at level 2 and requires two hours of study each week with the attendance of a lunch time or after school club to strengthen practical skills and knowledge

WHAT YOU WILL STUDY

The course aims to develop your knowledge and understanding of several skills.

You will have the opportunity to put into practise the skills and knowledge that you acquire.

To gain the qualification in plumbing you will be required to complete practical assessments and an end of unit exam that is taken online. Excellent attendance and focus are therefore important.

During the course you will study the following compulsory units:

001- Engineering Environment Awareness, including: Health and safety, structure of engineering organisations and workforce

002- Engineering Techniques including: Technical drawing, communication techniques used in engineering and the use of IT and ICT in engineering

003- Engineering Principles including: materials used in engineering, heat treatment and processes, applied maths and science to engineering

025- Building Services Pipework Fixing
Bending and jointing methods

Plumbing synoptic test

Planning, installing and pricing a plumbing installation

You will study within a specialist setting and will gain much hands-on experience as well as understanding the theory behind the subject.

The learning required to become a plumber involves having good manual dexterity and proficiency in mathematics and science, especially physics, to gain the qualifications. English is also important, as the work requires reference to and completion of reports and test sheets, as well as working to drawings and diagrams.

ASSESSMENT

To gain the qualification in plumbing you will be required to complete practical assessments and an end of unit exam that is taken online. Excellent attendance is essential.

PROGRESSION

Successful completion of this course can lead to further study or an apprenticeship in 6th Form. Please see the VLE for more details about the Pipework Department.

CAREERS

A career as a plumber is a promising one; with the constant advances in technology and the exciting new developments in the Building Services industry, the plumber is constantly faced with new challenges and areas of additional career opportunities.

Pupils may study one EAL qualification.

HEALTH AND SOCIAL CARE

If you're interested in working with people, or want to care for and help others this may be the course for you. BTEC Level 1/2 award gives you the background knowledge and skills needed by anyone considering working with people.

You will:

- learn through investigation
- develop knowledge and understanding about health, social care and early years
- complete practical work
- learn about and understand the world you live in
- research occupations you may want to work in.

What do I need to know, or be able to do, before taking this course?

The course is vocationally based and, after studying our BTEC Level 1/2 Award, you will have some understanding of working in health, social care and early years settings.

WHAT YOU WILL STUDY

The course has the following three units.

Component 1: Human Lifespan Development (Coursework)

Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

Component 2: Health and Social Care Services and Values (Coursework)

Learners study and practically explore health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

Component 3: Health and Wellbeing (Exam)

This component is based on your knowledge from Component 1 and Component 2 where you will showcase your understanding of the factors that affect health and wellbeing, learn about physiological and lifestyle indicators and design a health improvement plan.

Communication skills are vital for those working in Health and Social Care. You will learn about the different forms of communication, including Makaton, British Sign Language and Braille.

PROGRESSION

This course is ideal preparation for progression to more detailed study of health, social care and early years.

After this course you can continue your studies in our 6th Form on the BTEC National Level 3 qualification (2 years) OR find an apprenticeship in a specialised area within the health, social care and early years field.

CAREERS

Nursing, Early Years Education, Social Work, Caring Professions.

HAIRDRESSING AND BEAUTY THERAPY

This qualification allows you to explore the exciting world of hair and beauty and the environment in which its industries operate.

If you enjoy looking back in time and exploring changing trends and developments within the hair and beauty sector, find out how science is used to create products, and understand why we create images for business use, then this qualification is for you.

The qualification is a Level 2 Technical Award in Hair and Beauty Studies

WHAT YOU WILL STUDY

You will study how hair and beauty has developed from ancient times to present day and develop hair styling, make-up and manicure technical skills to produce your own photographic image. You will explore ethics of product testing, effects of ingredients on hair and skin and how disorders of the hair and skin can impact on services.

There will be a practical element in both hair and beauty therapy

The qualification develops the following knowledge, understanding and skills:

- Specific services carried out within the hair and beauty sectors, roles and responsibilities and typical working patterns
- Evolution of hair and beauty from use in ancient times to the mid-90s
- How technological advancements, changes to the economy, and social factors have influenced the sector

- Chemistry of cosmetics and biology related to hair and beauty
- Uses of design and images for business use
- Technical hairstyling, make-up and manicure

ASSESSMENT

To gain the qualification you will be required to complete all assignments online and sit an online test. These will be marked externally on a pass, merit and distinction basis. Excellent attendance and commitment is therefore important.

PROGRESSION

Your understanding and skills can be developed further through progression to other qualifications, such as:

- Level 2 Diploma in beauty therapy/beauty consultancy/hair and media make-up
- Level 2 diploma in women's hairdressing/barbering

CAREERS

Hairdresser, Beauty Therapist, Make Up Artists, Barber.

SOCIOLOGY

Sociology is the study of people and society. It is the study of different trends within society and looks into how and why society changes. In Sociology, you will investigate changes in family patterns, why people commit crime and how education has changed over time.

WHAT YOU WILL STUDY

- Do people in certain areas commit more crime?
- Do criminals have particular deviant characteristics?
- Should young offenders be treated the same way as other criminals?
- Do students at private schools do better than those at state schools?
- What is the link between gender and achievement at school?
- Should society be divided into gender, race and ethnicity?

Component 1

You will look at the how the structure of families has changed over the course of time. You will look at statistical data on divorce rates, cohabitation and the domestic division of labour. In the study of education, you will look at what factors contribute to performance in education such as peer pressure and racism. Within Sociological research methods, the validity of primary and secondary data will be scrutinized. You will study the practical and ethical issues surrounding the gathering of data

Component 2

Within understanding social structures, you will look at different forms of power and authority within society. You will study equality and inequality within society with regards to gender, race, ethnicity, income and wealth. The course will enable you to critically consider the effects of feminism, racism and gender discrimination. In crime and deviance, you will look into the why people commit crimes and whether there is a link to crime and ethnicity, race, gender and demographics.

ASSESSMENT

The course is examined (100%) at the end of Year 11. You will have two papers both 1hr 45mins each at the end of year 11.

PROGRESSION

Sociology is a highly regarded subject which can lead to many employment opportunities. It gives you a better understanding of the world and allows you to see society from different perspectives. Qualifications in Sociology can lead to jobs in teaching, law, policing and journalism.

DRAMA

Drama is both a creative and academic subject. It can lead to many careers and helps to develop many useful personal skills. For example: confidence, creativity, focus, imagination, concentration, team work patience and a positive attitude.

WHAT YOU WILL STUDY

You will follow three basic assessment units:

Devising Drama

30% - Non-exam assessment

You will research and explore a stimulus, work collaboratively and create your own devised drama.

Presenting and Performing Texts

30% - Visiting examination

You will develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.

Performance and Response

40% - Written paper

You will explore, practically, a performance text to demonstrate your knowledge and understanding of drama. You will analyse and evaluate a live theatre performance.

IMPORTANT INFORMATION

If you select to study Drama you will be expected to take part in the school production to develop your skills and understanding of the subject. You will also be asked to attend a number of extra-curricular trips, in order to experience a wide variety of live theatre and performances.

PROGRESSION

This course provides the knowledge, skills and understanding to gain a job in the Performing Arts sector. It also prepares students for study at A Level or Level 3 Performing Arts. It is also a useful subject to include on CV and UCAS personal statement.

CAREERS

Cruise ships and the entertainment industry, arts development, work in TV or radio, acting, theatre work and work in the film industry.



NOTES



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