



# *Year 9*

## *Pathway Subjects*



## Subject Area: COMPUTER SCIENCE

### Qualification and Syllabus Code: OCR Computer Science J277

#### The course will develop the following skills:

- There is a digital skills shortage in the UK, so these skills are in high demand.
- A rigorous curriculum with input from global organisations such as Microsoft, Google and Cisco to provide a curriculum that focuses on cyber security, computational thinking and encourages mental versatility.
- The course inspires students to think creatively, innovatively, analytically, logically, critically and develop problem solving skills.
- Furthermore, students apply mathematical skills relevant to Computer Science.

\*This is a linear course comprising of 2 written examinations.

TOPIC	AREAS COVERED	SPECIFIC	TIMESCALE
<b>Component 1: Computer Systems</b>  Written Paper 1 hour 30 mins 80 marks (50% of the qualification)	Students will understand the components that make up digital systems, and how they communicate with one another and with other systems.  They will understand the impacts of digital technology to the individual and to wider society.	Topics include: <ul style="list-style-type: none"><li>• 1.1 Systems architecture.</li><li>• 1.2 Memory and storage.</li><li>• 1.3 Computer networks, connections and protocols.</li><li>• 1.4 Network security.</li><li>• 1.5 Systems software.</li><li>• 1.6 Ethical, legal, cultural and environmental impacts of digital technology.</li></ul>	Topics covered in Year 10 and revisited in Year 11 prior to examination at the end of the course.
<b>Component 2: Computational thinking, algorithms and programming</b>  Written Paper 1 hour 30 mins 80 marks (50% of the qualification)	Students understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.  They analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.	Topics include: <ul style="list-style-type: none"><li>• 2.1 Algorithms</li><li>• 2.2 Programming fundamentals</li><li>• 2.3 Producing robust programs</li><li>• 2.4 Boolean logic</li><li>• 2.5 Programming languages and Integrated Development Environments</li></ul>	Topics covered in Year 10 and Year 11, prior to examination at the end of the course.

## Subject Area: Modern Languages- French/ German/ Spanish

Syllabus Codes: EDEXCEL 1FR1 / 1GN0 / 1SP0

TOPIC	AREAS COVERED	SPECIFIC Assessment/ Homework/ Coursework
Identity and culture  Technology and Media  Lifestyle and Wellbeing	Youth Culture · Self and relationships · Technology and social media  Lifestyle · Health and fitness · Entertainment and leisure  Customs and Traditions · Food and drink · Festivals and celebrations	<u>Homework</u> Homework is set each week. Tasks will be left to the discretion of the individual teacher and will include learning homework and a number of listening, speaking, reading and writing exercises online using ActiveHub plus vocabulary learning. Students are provided with revision guides to use at home or in school. Students are encouraged to use Quizlet/Blooket/Duolingo to improve their vocabulary. These can also be downloaded as a phone app. The school website can also be used for past paper practice. <a href="http://mflatbeocc.wixsite.com/mflatbeocc">http://mflatbeocc.wixsite.com/mflatbeocc</a>
My neighbourhood  Holidays and Tourism	Home and Locality · Local areas of interest · Transport  French, German and Spanish speaking countries · Local and regional features and characteristics · Holidays and tourism  Global Sustainability · Environment · Social issues	<u>Assessment</u> Students will be assessed each half term mainly through the use of past exam papers.  All skills will be tested at the end of Year 11. Listening - 25%, Reading - 25% including translation from target language to English, Speaking - 25%, Writing - 25% including translation from Target language to English. The Speaking assessment will be 7-12 minutes long and consists of a Read Aloud task, Role Play, picture discussion and conversation.  There are two tiers of assessment- Foundation or Higher.
Current and future study and employment	Current Study · School/college life · School/college studies  World of Work · Work experience and part-time jobs · Skills and personal qualities  Jobs and Future Plans · Applying for work/study · Career plans	<u>Resources</u> <ul style="list-style-type: none"> <li>• ActiveHub online EDEXCEL resources.</li> <li>• Vocabulary booklets and dictionaries.</li> <li>• Linguascope, Atantot, Languages online, School MFL website <a href="http://mflatbeocc.wixsite.com/mflatbeocc">http://mflatbeocc.wixsite.com/mflatbeocc</a></li> <li>• A variety of language related websites</li> </ul> French-EDEXCEL French GCSE, Métro 4 vert/ rouge, Francoscope  German- EDEXCEL German GCSE, Projekt Deutsch 4, Klasse 3  Spanish- EDEXCEL Spanish GCSE, Listos 3, Vaya 3

Topic	Areas covered	Specific
<p>Paper 2: Challenges in the human environment</p> <p>Urban issues and challenges</p> <p>Paper 3: Geographical applications</p>	<p>Students will investigate why and consider how the global pattern of urbanisation is changing. Urban challenges and opportunities are varied and unique and learners will examine these through studying two cities, one from a high-income country and one from either a low-income country or newly emerging economy.</p>	<p>Class work and homework will be assessed using the GCSE assessment objectives. Lesson tasks will require an ability to select, adapt and use a variety of geographical skills and demonstrate and apply knowledge and understanding to a range of concepts. Assessments will be based on exam style questions during and at the end of topics.</p>
<p>Paper 1: Living with the physical environment</p> <p>The living world</p>	<p>We explore the distribution and characteristics of the Earth's ecological wonders. Learners investigate two contrasting ecosystems of tropical rainforests and cold environments, exploring physical cycles and processes that make these ecosystems distinctive, the threats posed to their existence and how humans are attempting to manage them for a more sustainable future.</p>	<p>Class work and homework will be assessed using the GCSE assessment objectives. Lesson tasks will require an ability to select, adapt and use a variety of geographical skills and demonstrate and apply knowledge and understanding to a range of concepts. Assessments will be based on exam style questions during and at the end of topics.</p> <p>Assessment 1 (50 marks) questions will be based on GCSE past papers (January) questions will be on Urban issues and challenges and The living world.</p>
<p>Paper 1: Living with the physical environment</p> <p>Physical landscapes of the UK</p> <p>Paper 3: Geographical applications</p>	<p>This topic gives learners the opportunity to unravel the geographical processes that make them distinctive. A deeper understanding of the geomorphic processes that shape river and coastal landscapes is developed and consideration of the human influence on these is taken into account.</p> <p>Physical fieldwork (Rivers)</p>	<p>Class work and homework will be assessed using the GCSE assessment objectives. Lesson tasks will require an ability to select, adapt and use a variety of geographical skills and demonstrate and apply knowledge and understanding to a range of concepts.</p> <p>Assessments will be based on exam style questions during and at the end of topics.</p>

Topic	Areas covered	Specific
<p>Paper 2: The challenges of the human environment</p> <p>The challenge of resource management</p>	<p>Learners will investigate why we need to manage resources, such as water, energy and food. We will then go on to investigate food security in more depth, looking at what it means to be food secure, how countries try to achieve this and reflect upon the sustainability of strategies to increase food security.</p>	<p>Class work and homework will be assessed using the GCSE assessment objectives. Lesson tasks will require an ability to select, adapt and use a variety of geographical skills and demonstrate and apply knowledge and understanding to a range of concepts. Assessments will be based on exam style questions during and at the end of topics.</p>
<p>Paper 1: Living with the physical environment</p> <p>The challenge of natural hazards</p>	<p>Students develop an understanding of a variety of hazards that impact human lives both within the UK and worldwide. They investigate how weather is hazardous, contextualised through two case studies and gain an understanding of tectonic hazards, exploring the causes, consequences and responses. We also analyse patterns of climate change from the start of the Quaternary period to the present day, considering the reliability of a range of evidence for the changes. We will study the theories relating to natural climate change and consider the influence of humans on the greenhouse effect.</p>	<p>Class work and homework will be assessed using the GCSE assessment objectives. Lesson tasks will require an ability to select, adapt and use a variety of geographical skills and demonstrate and apply knowledge and understanding to a range of concepts. Assessments will be based on exam style questions during and at the end of topics.</p> <p>Mock exams (November)  A combination of paper 1 and paper 2 questions and Paper 3.</p>
<p>Paper 2: The challenge of the human environment</p> <p>The changing economic world</p>	<p>We consider the changing nature and distribution of countries along the development spectrum before examining the complex causes of uneven development. The future for LICs is uncertain and will be investigated through an in-depth study of one country, considering its development journey so far, how its global connections may influence the future and possible alternative development strategies.</p>	<p>Class work and homework will be assessed using the GCSE assessment objectives. Lesson tasks will require an ability to select, adapt and use a variety of geographical skills and demonstrate and apply knowledge and understanding to a range of concepts. Assessments will be based on exam style questions during and at the end of topics.</p> <p>2<sup>nd</sup> mock exams (March)</p>
<p>Revision and Paper 3 pre-release material</p>	<p>Three exams:  Paper 1: Living with the physical environment; 88 marks (35%)  Paper 2: The challenge of the human environment; 88 marks (35%)  Paper 3: Geographical applications; 76 marks (30%)</p> <p>We get pre-release information for the decision-making element for paper 3 12 weeks before the exam.</p>	<p>All exams have aspects of geographical skills, such as maps, graphs and numeracy skills in them.</p> <p>Paper 3 has fieldwork questions both unfamiliar and familiar (based on the two fieldtrips we undertake in Year 10).</p>

**Subject Area: HISTORY****Syllabus Code: AQA 8145**

Year 10

TOPIC	AREAS COVERED	SPECIFIC	TIMESCALE
Thematic Study Britain: Health & People 1000–present day (25%)	Students will gain an understanding of how medical ideas have changed over time looking at the different factors that led to change and the pace of that change. <u>Content:</u> Part one: Medicine stands still (Medieval Medicine) Part two: The beginnings of change (Renaissance & Early Modern Medicine) Part three: A revolution in medicine (19 <sup>th</sup> Century Medicine) Part four: Modern Medicine (20 <sup>th</sup> Century Medicine)	Homework and classwork will be marked against GCSE assessment criteria. Lesson tasks will require the recall, selection, organisation and deployment of knowledge demonstrating an understanding of relevant historical examples.  Assessment 1 – Exam based assessment on part 1  Assessment 2 – Exam based assessment on part 2	One and a half terms
Wider World Depth Study Conflict & Tension 1894-1918 (25%)	This study focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. <u>Content:</u> Part one: The causes of the First World War Part two: The First World War – stalemate Part three: Ending the war	Homework and classwork will be marked against GCSE assessment criteria. Lesson tasks will require the recall, selection, organisation and deployment of knowledge demonstrating an understanding of relevant historical examples.  Assessment 3 – Exam based assessment on part 1  Year 10 Exam – Paper 1 – 1 hour exam on WW1 Paper 2 – 1 hour exam on Thematic Study	One and a half terms

**Subject Area: HISTORY**  
**Syllabus Code: AQA 8145**

Year 11

TOPIC	AREAS COVERED	SPECIFIC	TIMESCALE
<p>British Depth Study (inc. study of a historic environment)</p> <p>Elizabeth I 1568-1603 (25%)</p> <p>(Students will be examined on a specific historical site in depth which will relate to the content of the rest of this depth study)</p>	<p>This depth study will focus on the last 35 years of Elizabeth's reign considering economic, religious, political and cultural issues inc. Mary Queen of Scots and the Spanish Armada.</p> <p><u>Content:</u>            Part one: Elizabeth's court and parliament            Part two: Life in Elizabethan England            Part three: Troubles at home and abroad            Part four: The historic environment of Medieval England</p>	<p>Homework and classwork will be marked against GCSE assessment criteria. Lesson tasks will require the recall, selection, organisation and deployment of knowledge demonstrating an understanding of relevant historical examples.</p> <p>Assessment 4 – Exam based assessment on part 1 &amp; 2            Assessment 5 – Exam based assessment on part 3 &amp; 4</p> <p>Mock Exam – Paper 1 – 1 hour exam on WW1            Paper 2 – 2 hours exam on Thematic Study &amp; Elizabeth</p>	<p>One and a half terms</p>
<p>Period Study</p> <p>America: Opportunity &amp; Inequality 1920-1973 (25%)</p>	<p>This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of discrimination and prejudice. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups and the impact the developments had on them.</p> <p><u>Content:</u>            Part one: American people and the 'Boom'            Part two: Bust – Americans' experiences of the Depression and New Deal            Part three: America's post-war society</p>	<p>Homework and classwork will be marked against GCSE assessment criteria. Lesson tasks will require the recall, selection, organisation and deployment of knowledge demonstrating an understanding of relevant historical examples.</p> <p>Assessment 6 – Exam based assessment on part 1 &amp; 2</p> <p>2<sup>nd</sup> Mock Exam – Paper 2 – 1hr 45min exam on America &amp; Elizabeth I</p>	<p>One and a half terms</p>
<p>Revision Programme</p>	<p>Paper 1 – Understanding the Modern World (Wider World Study &amp; Period Study)            Paper 2 – Shaping the Nation (Thematic Study &amp; British Depth Study)</p>	<p>All revision will be guided by subject staff and access to past paper questions.</p>	<p>Half a term</p>

## Subject Area: TRIPLE SCIENCE (3 GCSEs)

### Syllabus Code: Biology 8461/ Chemistry: 8462/ Physics 8463

Triple Science delivers a separate GCSE in Biology, Chemistry and Physics and will be delivered to students through 7.5 hours of teaching per week. Students study the same topics as the Combined Science GCSE but the content in each topic is extended to cover a broader and/or deeper content.

In May/June 2027 students will sit 2, 1 hour 45 minute exams for each subject, where they will be assessed on all of their learning. Pupils may be entered for Higher or Foundation tier. The Higher paper allows pupils to achieve grades 9 to 4, the Foundation paper allows pupils to achieve grades 5 to 1.

Students will participate in 8 pre-set practical's over the course of two years for each subject. Examination questions will be based upon the skills and knowledge gained during the practical's as well as the content delivered during lessons.

SUBJECT	TOPICS COVERED
Biology	<ol style="list-style-type: none"><li>1. Cell biology</li><li>2. Organisation</li><li>3. Infection and response</li><li>4. Bioenergetics</li><li>5. Homeostasis and response</li><li>6. Inheritance, variation and evolution</li><li>7. Ecology</li></ol>
Chemistry	<ol style="list-style-type: none"><li>1. Atomic structure and the periodic table</li><li>2. Bonding, structure, and the properties of matter</li><li>3. Quantitative chemistry</li><li>4. Chemical changes</li><li>5. Energy changes</li><li>6. The rate and extent of chemical change</li><li>7. Organic chemistry</li><li>8. Chemical analysis</li><li>9. Chemistry of the atmosphere</li><li>10. Using resources</li></ol>
Physics	<ol style="list-style-type: none"><li>1. Forces</li><li>2. Energy</li><li>3. Waves</li><li>4. Electricity</li><li>5. Magnetism and electromagnetism</li><li>6. Particle model of matter</li><li>7. Atomic structure</li><li>8. Space physics</li></ol>

## Subject: **Architecture & Product Design**

Qualification - Art & Design: Three-dimensional Design

Department - Art Design Technology

Exam Board - OCR

Syllabus Code - J175

**Architecture & Product Design** is a creative and practical subject that enables students to develop a broad range of transferable design and problem-solving skills through a 100% coursework-based assessment. The course blends traditional construction skills, using a variety of hand tools and machinery, with new and emerging technologies such as CAD/CAM, including laser cutting and 3D printing. During Year 10, students will complete a range of practical design challenges and tasks that involve working with different materials, machines, and manufacturing processes. These focused projects are commercially driven, requiring students to respond to a defined target audience and user needs that influence both the design and making process. The course builds on students' Key Stage 3 experiences in Design & Technology and 3D Design, as well as skills developed through Art & Design.

**Transferable and Employability skills** developed in Design & Technology GCSE:

- Problem Solving
- Awareness of planning for a user and a target audience
- Practical engineering and manufacturing skills working in a practical environment
- Design and communication skills
- Project management

**Year 10:**

- The completion of mini design and make tasks working with a wide range of materials.
- The development of core practical design and make skills.
- The study and appreciation of past and present Architects, Industrial designers and Engineers who have shaped the modern world.
- Themes include: Architecture, furniture, lighting, Jewellery Design, CAD and CAM 2D and 3D Design software and 3D printing, Ceramics, Metal and multi material.

**Year 11:**

- Unit 1 portfolio (60%)
- Unit 2 portfolio (40%)

**Assessment:**

This course is 100% coursework divided over two portfolios of work.

Unit 1 = 60%

Unit 2 = 40%

The units allow students the opportunity and freedom to tailor their themes and outcomes to their own interests as well as develop three-dimensional outcomes that are targeted at a commercial audience and an end user.

**Post 16 Course transition:**

- A Level Design & Technology
- T Level qualifications in Engineering and Manufacturing, Construction, Creative & Design

**Career progression:**

- Apprenticeships in Engineering, Electrical Engineering, Degrees in Product Design, 3D Design, Software Engineering, Digital Media, Set Design and Advertising...

## Subject: **3D Art & Sculpture**

Qualification - Art & Design: Three-dimensional Design

Department - Art Design Technology

Exam Board - OCR

Syllabus Code - J175

**3D Art & Sculpture** is a multi-material and multi-disciplinary practical course that provides students with the opportunity to develop and master practical skills, creativity and problem solving. Throughout this course students will have exposure to a variety of approaches and themes forcing them to experiment with different materials to solve problems and create pieces of 3D Art & Sculpture. This course is 100% coursework which requires students to develop their work over a period of time working through to a final outcome in a 3D form. The use of new media, digital software and traditional practical skills and techniques will all be presented within a portfolio reflecting their imagination, knowledge and understanding of this diverse subject area. The course will develop upon students Key Stage 3 experiences of 3D Design within Design & Technology as well as their skills developed in Art & Design.

### **Transferable and Employability skills** developed in 3D Design GCSE:

- Creativity and imagination in the creation of new ideas
- Manual handling of multi materials, tools and machinery in a highly practical environment
- Ability to respond to problems and develop solutions
- Planning and project management

### **Year 10:**

- Students are exposed to a wide variety of materials and processes in focused practical tasks developing their knowledge and understanding of the practical application and design development.
- Architecture, Sculpture, furniture, lighting, 3D Design software and 3D printing, Ceramics, Metal and multi material.
- Learn how to present their work and develop a portfolio.

### **Year 11:**

- Unit 1 portfolio (60%)
- Unit 2 portfolio (40%)

### **Assessment:**

This course is 100% coursework divided over two portfolios of work.

Unit 1 = 60%

Unit 2 = 40%

The units allow students the opportunity and freedom to tailor their themes to their own interests as well as demonstrate their knowledge of material selection and application in the design and production of a 3D product or piece of 3D Art.

### **Post 16 Course transition:**

- A-level 3D Design
- Art & Design A-level or equivalent Level 3 course
- Foundation course in Art & Design

### **Career progression:**

- Architect, Car designer, Ceramic Designer, Design engineer, Footwear Designer, Furniture Designer, Industrial Designer, Interior Designer, Model Maker, Product Designer, Teaching and education, Jewellery designer...

## Subject Area: Business and Enterprise

### Qualification and Syllabus Code: OCR Enterprise and Marketing J837 (Level 1/2)

#### The course will develop the following skills:

- The course teaches many transferable skills that are in high demand, such as communication, decision making, numeracy, presentation and generally understanding how an organisation operates.
- You'll learn key skills that will help with personal finances or setting up your own business.
- Students develop analytical, creative, evaluative and problem solving skills in the context of 'real-world' scenarios relatable to them.

This qualification includes three mandatory units. This course comprises of 1 written exam (externally assessed) and 2 internally assessed pieces of coursework which is externally moderated by OCR.

TOPIC	AREAS COVERED	SPECIFIC	TIMESCALE
<p><b>Unit R067: Enterprise and Marketing Concepts</b></p> <p>Written paper set by OCR and marked by OCR examiners</p> <p>1 hour 30 minutes 80 marks (Worth 40%)</p>	<p>In this unit, you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business.</p>	<p>Topics include:</p> <ul style="list-style-type: none"> <li>• Characteristics, risk and reward for enterprise.</li> <li>• Market research to target a specific customer.</li> <li>• What makes a product financially viable.</li> <li>• Creating a marketing mix to support a product.</li> <li>• Factors to consider when starting up and running an enterprise.</li> </ul>	<p>Topics covered in Year 10 and Year 11. Exam takes place at the end of the course in Year 11.</p>
<p><b>Unit R068: Design a Business Proposal</b></p> <p>Set assignment by OCR based on a context.</p> <p>Internally assessed, externally moderated. (Worth 30%)</p>	<p>In this unit, you will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.</p>	<p>Topics include:</p> <ul style="list-style-type: none"> <li>• Market research</li> <li>• How to identify a customer profile</li> <li>• Develop a product proposal for a business brief</li> <li>• Review whether a business proposal is financially viable</li> <li>• Review the likely success of the business proposal.</li> </ul>	<p>Content taught in Year 10. Coursework must be submitted in Year 10 by May.</p>
<p><b>Unit R069: Market and Pitch a Business Proposal</b></p> <p>Set assignment by OCR based on a context.</p> <p>Internally assessed, externally moderated. (Worth 30%)</p>	<p>In this unit, you will develop pitching skills to be able to pitch your business proposal to an external audience. Finally, you will review your pitching skills and business proposal using self-assessment and feedback gathered.</p>	<p>Topics include:</p> <ul style="list-style-type: none"> <li>• Develop a brand identity to target a specific customer profile</li> <li>• Create a promotional campaign for a brand and product</li> <li>• Plan and pitch a proposal</li> <li>• Review a brand proposal, promotional campaign and professional pitch.</li> </ul>	<p>Content will start to be taught in the Summer term of Year 10. Coursework submission will be in Year 11.</p>

## Subject: **Child Development**

Qualification - Child Development Cambridge National Certificate

Department - Art Design Technology

Exam Board - OCR

Syllabus Code - J809

**CHILD DEVELOPMENT** will inspire and equip students with independence and confidence in using skills that are relevant to the childcare sector. It's a vocational qualification, equivalent in value to a GCSE and contains both practical and theoretical elements. As part of the Cambridge National, you'll cover: health and wellbeing for child development, creating conditions in which children can thrive, creating safe environments for children, the nutritional needs of children from birth to five years, plus investigating and choosing equipment, the development of a child from one to five years, and how to use observation and research techniques. No matter what you progress on to the transferable skills you'll learn from a Cambridge National will prepare you for the future.

**Transferable and Employability skills** developed in Child Development Cambridge National:

- Understand and apply the fundamental principles and concepts of Child Development
- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence through planning, research and communication skills

**Year 10:**

- R057 Health and well-being for child development (exam topic)
- R058 Create a safe environment and understand the nutritional needs of children from birth to five years (NEA)

**Year 11:**

- R058 Create a safe environment and understand the nutritional needs of children from birth to five years (NEA continued)
- R059 Understand the development of a child from one to five years (NEA)
- R057 Health and well-being for child development (exam revision)

**Assessment:**

- Students must complete three units throughout the course. One externally assessed unit (exam) worth 40% and two centre-assessed units (NEA) worth 60%.

**Post 16 Course transition:**

- Level 3 Vocational Child development course/Health & Social care
- Level 3 A-level Psychology/Biology/Sociology/Health & Social care
- Level 2 Health & Social care
- Apprenticeships in relevant industry/sectors

**Career progression:**

- Early years teacher, Family support worker, Teaching and education, Special educational needs teacher, Social worker, Teaching assistant, Youth worker, Child psychotherapist, Children's nurse, Midwife, GP, Paediatrician, Obstetrician, Community development worker, Counsellor, Educational psychologist, Speech and language therapist...

## Subject Area: Creative iMedia

Syllabus Code: J834

### Qualification: Cambridge National Certificate in Creative iMedia (Level 1/2)

The course will develop the following skills:

- Understand and apply the fundamental principles and concepts of digital media (Video games, online publishing e.g. websites or online documents, books etc; interactive media e.g. online programs or travel guides)
- Including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues and creation/publishing/distribution considerations
- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence in using skills that would be relevant to the media industry and more widely
- Design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements

This qualification includes two mandatory units and one optional unit. This is a linear course comprising of 1 exam and 2 internally assessed pieces of coursework. 40% for the examination, 25% for R094 compulsory NEA unit, 35% for optional NEA unit.

TOPIC	AREAS COVERED	SPECIFIC	TIMESCALE
<b>Unit R093 (Mandatory Unit)</b>  Creative iMedia in the media industry  Written paper set by OCR and marked by OCR 1 hour 15 minutes 60 marks 40%	Students will gain an understanding of pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.	Students will specifically cover the theory involved in : <ul style="list-style-type: none"><li>• Mood boards, story boards and scripts</li><li>• Plan pre-production – tasks, resources, contingencies.</li><li>• Hardware &amp; software used when creating digital media.</li><li>• Legislation surrounding digital media.</li><li>• Properties and limitations of file formats.</li></ul>	Topics covered in Year 10 and revisited in Year 11 prior to examination.
<b>Unit R094 (Mandatory Unit)</b>  Visual identity and digital graphics  Coursework 60 marks 25% Internally assessed	Students will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.	Candidates will learn how to: <ul style="list-style-type: none"><li>• Purpose and properties of digital products (pixel dimensions and compression).</li><li>• Planning and creation of a digital graphic for a website, multimedia product or print use.</li><li>• Review the digital product</li></ul>	NEA completed and submitted in Year 10.

<p>Students complete <b>one optional unit</b> from: <i>worth 35%</i></p> <p><b>R096: Creating a digital animation</b></p> <p><b>R097: Interactive Digital Media</b></p> <p><b>R099: Digital Games Design</b></p>	<p>These are exciting units that enable students to be creative using ICT in real world contexts that prepare them for future employment.</p> <p>This unit gets students to plan a digital animation to a client brief, use animation software to create the animation and be able to store, export and review the final product.</p> <p>This unit builds on units R093 &amp; R094. Students will learn where and why interactive multimedia is used and what features are needed for a given purpose. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating an interactive multimedia product.</p> <p>Students will learn to interpret client briefs to devise original digital game concepts. How to plan digital games effectively and to use a Game Design Document to create engagement among developers and clients. You will learn to create, edit, test and export playable digital games which you have designed. Completing this unit will provide you with the basic skills for further study or a range of creative and technical job roles within the media industry.</p>	<p>NEA (optional unit) completed and submitted in Year 11.</p>
<p>40% for R093 examination, 25% for R094 compulsory NEA unit, 35% for optional NEA unit.</p>		

## **Subject: Fine Art**

Qualification - Art & Design: Fine Art GCSE

Department - Art Design Technology

Exam Board - OCR

Syllabus Code - J171

**FINE ART** students learn how to develop a wide range of employability skills. Such as the ability to be independent, how to communicate and interpret ideas in both visual and written form, how to analyse and evaluate the work of others as well as their own and how to work to deadlines.

Students are taught a variety of practical skills through a diverse range of focused practical tasks in order to support students in finding their own unique style within their art. Students are encouraged to look at the work of both current and well-established artists who work in a variety of different styles and media.

Students following the Fine Art course work in a variety of two-dimensional disciplines using a variety of media.

Students are challenged to be the best they can be, to take risks and discover and unlock their true potential whilst expressing themselves in a visual form.

### **Transferable and Employability skills** developed in Fine Art GCSE:

- Imagination, creativity and resourcefulness
- The ability to work independently
- Visual presentation
- Self-motivation and self-management and project management

### **Year 10:**

- Focused practical tasks that build on a student's KS3 knowledge and understanding developing work leading to final outcomes.
- Looking at the work of existing artists and designers to develop new and unique concepts and outcomes.
- Themes include; portraiture, animals, landscapes, architecture, still life, close-up, surface and textures.
- Learn how to present their work and develop a portfolio.

### **Year 11:**

- Unit 1 portfolio (60%)
- Unit 2 portfolio (40%)

### **Assessment:**

This course is 100% coursework divided over two portfolios of work.

Unit 1 = 60%

Unit 2 = 40%

The units allow students the opportunity and freedom to tailor their themes to their own interests as well as develop their own personal style as they express their ideas and feelings in the creation of their own artwork.

### **Post 16 Course transition:**

- A-level Fine Art
- Art & Design A-level or equivalent Level 3 course
- Foundation course in Art & Design

### **Career progression:**

- Architect, Art therapy, Artist, Exhibition and Set design, Interior design, Retail design, Teaching and Education, Technical Illustration, Tattoo artist, Commercial and Industrial design...

## **Subject: Food Preparation and Nutrition**

Qualification - Food Preparation and Nutrition GCSE

Department - Art Design Technology

Exam Board - EDUQAS

Syllabus Code/Qualification Accreditation Number - 601/8093/6

**FOOD PREPARATION AND NUTRITION** equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages students to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge to be able to feed themselves and others affordably and nutritiously, now and later in life.

**Transferable and Employability skills** developed in Food Preparation and Nutrition GCSE:

- Time management, planning and organisation
- Communication, teamwork and working independently
- Analyse and evaluate information and products
- Confidence and self esteem
- Creativity and imagination in the creation and testing of new ideas

### **Year 10:**

- Topics covered in Year 10 include: Food preparation skills, Food nutrition & health, Food science, Food safety, Food choice, Food provenance, Food preparation and cooking techniques.

### **Year 11:**

- NEA 1 assessment
- NEA 2 assessment
- Revision of topics covered in year 10

### **Assessment:**

- Two coursework assignments. (50% of the GCSE)
- Task 1: Food investigation; understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this task.
- Task 2: Food preparation assessment knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. 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
- Summative Exam at the end of the course – written – 1 hour and 45 minutes (50% of the GCSE)

### **Post 16 Course transition:**

- Level 3 Food science and nutrition if wanting to do a specific food course.
- Certificate in culinary skills, level 1 & 2 is offered at Heart of Worcester
- Hospitality & catering, level 1 & 2 offered at Heart of Worcester, Redditch campus.
- <https://www.ucb.ac.uk> also offers a wide range of post 16 food courses.

### **Career progression:**

- Developing and designing new food products, Hospitality industry: hotel, restaurant or tourism, Food and lifestyle nutritionist, Sports nutritionist, Food safety, Health and Hygiene, Food scientist, Teaching and education, Chef, Food journalist and editor...

## **Subject: Graphics**

Qualification - Art & Design: Graphic Communication GCSE

Department - Art Design Technology

Exam Board - OCR

Syllabus Code - J172

**GRAPHICS** GCSE is a creative course which challenges students to develop new and unique ideas using traditional and digital media techniques and approaches. Students will be taught to develop technical skills through working with a broad range of media, materials, techniques, processes and technologies.

Students will use their knowledge and skills from KS3 Art & Design to design and create artwork and imagery learning how this can be used to advertise and promote in a commercial world. The course encourages students to become critical and analytical as they research and develop their own independent outcomes with the support and guidance of specialist teachers. In Graphics students learn how to construct creative commercial outcomes through the combination of imagery, illustration and typography for a specific commercial purpose.

### **Transferable and Employability skills** developed in Graphics GCSE:

- Creativity and problem solving
- Critical thinking and ability to work independently
- Adaptability and flexibility
- Understanding for advertising and promotion

### **Year 10:**

- Focused practical tasks that build on a student's KS3 knowledge and understanding developing work leading to final outcomes. Developing work that shows an understanding for the combination of imagery, typography and information.
- Looking at the work of existing artists and designers to develop new and unique concepts and commercial outcomes as well as branding and advertising conventions.
- Learn how to present their work and develop a portfolio.

### **Year 11:**

- Unit 1 portfolio (60%)
- Unit 2 portfolio (40%)

### **Assessment:**

This course is 100% coursework divided over two portfolios of work.

Unit 1 = 60%

Unit 2 = 40%

The units allow students the opportunity and freedom to tailor their themes to their own interests as well as develop commercial outcomes that are designed to advertise and promote.

### **Post 16 Course transition:**

- A-level Graphic design
- Media Studies
- Art & Design A-level or equivalent Level 3 course

### **Career progression:**

- Graphic design, Editorial design, Illustrator, Web designer, Product design, Visual designer, Animation, Software design, Media advertising, Teaching and education...

**Subject Area: Music**  
**Syllabus Code: J536**

Component	Mode of assessment	Weighting
Integrated Portfolio A performance and a composition.	Non Exam Assessment	Solo Performance 15% Composition (for My Instrument) 15%
Practical Component. A performance and a composition.	Non Exam Assessment	Ensemble Performance 15% Board Set Composition 15%
Listening Exam	1hr 30min	40%

TOPIC	AREAS COVERED	SPECIFIC
Area of Study 1	My Music	Learners should study the capabilities and limitations of their instrument voice or technology including: <ul style="list-style-type: none"> <li>its range and characteristic timbre</li> <li>the techniques required to play it</li> <li>how it might be used in different genres</li> <li>what type of ensembles it might be used in</li> <li>how its use is influenced by context and culture</li> </ul>
Area of Study 2	The Concerto Through Time	Learners should study and develop an understanding of: <ul style="list-style-type: none"> <li>what a concerto is and the way it has developed through time</li> <li>the instruments that have been used for the solo part in the concerto and how they have developed through time</li> <li>the growth and development of the orchestra through time</li> <li>the role of the soloist(s)</li> <li>the relationship between the soloist(s) and the orchestral accompaniment</li> <li>how the concerto has developed through time in terms of length, complexity and virtuosity</li> <li>the characteristics of Baroque, Classical and Romantic music as reflected in The Concerto.</li> </ul>
Area of Study 3	Rhythms of the World	The characteristic features and rhythmic patterns of 3 types of social dance. <ul style="list-style-type: none"> <li>Paired dance (Waltz and Latin – Tango and Salsa)</li> <li>Group/folk/synchronised dance (Line Dance and Bhangra)</li> <li>Improvised dance (Disco &amp; Club Dance)</li> </ul> Learners should study the traditional rhythmic roots from four geographical regions of the world: India and Punjab <ul style="list-style-type: none"> <li>Eastern Mediterranean and Middle East</li> <li>Africa</li> <li>Central and South America.</li> </ul> Learners should study and develop an understanding of the characteristic rhythmic features of: <ul style="list-style-type: none"> <li>Indian Classical Music and traditional Punjabi Bhangra</li> <li>Traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music</li> <li>Traditional African drumming</li> <li>Traditional Calypso and Samba.</li> </ul>
Area of Study 4	Descriptive Music	Learners should study a range of music used for films including: <ul style="list-style-type: none"> <li>music that has been composed specifically for a film</li> <li>music from the Western Classical tradition used in films.</li> <li>music composed as a soundtrack for a video game.</li> </ul>
Area of Study 5	Conventions in Pop	Learners should study a range of popular music from the 1950s to the present day, focussing on: <ul style="list-style-type: none"> <li>Rock 'n' Roll of the 1950s and 1960s</li> <li>Rock Anthems of the 1970s and 1980s</li> <li>Pop Ballads of the 1970s, 1980s and 1990s</li> <li>Solo Artists from 1990 to the present day.</li> </ul>

## **Subject: Photography**

Qualification - Art & Design: Photography GCSE

Department - Art Design Technology

Exam Board - OCR

Syllabus Code - J173

**PHOTOGRAPHY** focuses on the development of a student's creative skills using a camera and computer to present interesting and unique ideas and images. Students explore and experiment with a range of techniques using traditional theory to support their digital development. They work towards producing a portfolio that shows their understanding and creative abilities within the world of photography. The course encourages students to become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. Students are challenged to develop a critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. This course combines both the Art and Commercial aspects of Photography in industry. Throughout this course students explore how imagery is used to create a response as well as advertise and promote throughout industry.

### **Transferable and Employability skills** developed in Photography GCSE:

- Visual presentation and commercial application
- IT, particularly using creative software
- Imagination, creativity and resourcefulness
- Critical awareness of self and external factors and the ability to be reflective

### **Year 10:**

- Focused practical tasks learning how to use and manipulate industry standard software.
- Developing an awareness of photographic processes to inform their knowledge and outcomes.
- Looking at the work of existing photographers to develop both art and commercial outcomes.
- Branding and commercial application of photography to advertise and promote a variety of companies and products.
- Learn how to present their work and develop a portfolio.

### **Year 11:**

- Unit 1 portfolio (60%)
- Unit 2 portfolio (40%)

### **Assessment:**

This course is 100% coursework divided over two portfolios of work.

Unit 1 = 60%

Unit 2 = 40%

The units allow students the opportunity and freedom to tailor their themes to their own interests as well as develop outcomes that are both artistic and commercial.

### **Post 16 Course transition:**

- A-level Photography , Film and production studies, Media Studies, Graphic Design
- Art & Design A-level or equivalent Level 3 course

### **Career progression:**

- Special FX Designer, Production designer, theatre/television/film, Photojournalist, Photographic stylist, Commercial Photographer, Teaching and education, Police, public services, armed services photographer...

**Subject Area: PHYSICAL EDUCATION**  
**Edexcel: GCSE Physical Education**

TOPICS COVERED	SPECIFIC/ ASSESSMENTS	TIMESCALE
<p>Edexcel GCSE PE is made up of four components-</p> <p><b><u>Component 1: Fitness and Body Systems</u></b></p> <ul style="list-style-type: none"> <li>● <i>Topic 1:</i> Applied anatomy and physiology</li> <li>● <i>Topic 2:</i> Movement analysis</li> <li>● <i>Topic 3:</i> Physical training</li> <li>● <i>Topic 4:</i> Use of data</li> </ul> <p><b><u>Component 2: Health and Performance</u></b></p> <ul style="list-style-type: none"> <li>● <i>Topic 1:</i> Health, fitness and well-being</li> <li>● <i>Topic 2:</i> Sport psychology</li> <li>● <i>Topic 3:</i> Socio-cultural influences</li> <li>● <i>Topic 4:</i> Use of data</li> </ul> <p><b><u>Component 3: Practical Performance</u></b></p> <p>Students will choose <b>three activities</b> from a set list.            One <b>must</b> be a team activity.            One <b>must</b> be an individual activity.            The final activity can be a free choice.</p> <p><i>Students will be assessed on:</i></p> <ul style="list-style-type: none"> <li>● Skills in isolation (5 marks)</li> <li>● Application of skills, techniques and decision making in a full competitive environment. (25 marks)</li> </ul> <p><b><u>Component 4: Personal Exercise Programme</u></b></p> <p>Students will plan and carry out a six week personal exercise programme focussing on an area of weakness that would improve performance in their primary sport.            They will be assessed on the planning, performing and evaluating of the programme.            The sessions will be based primarily in our college fitness suite.</p>	<p>Externally marked            1 hour and 30 minutes written examination/ 80 marks            This accounts for <b>36%</b> of the final mark.*</p> <p>Externally marked            1 hour and 15 minutes written examination /60.            This accounts for <b>24%</b> of the final mark.*</p> <p>Non-examined assessment:            internally marked and externally moderated.            This accounts for <b>30%</b> of the final mark.  <i>(10% per activity.)</i></p> <p>You must be <b>practically gifted</b> in at <b>least 2-3 activities</b> to achieve success in this course.</p> <p>Non-examined assessment:            internally marked and externally moderated            This component accounts for <b>10%</b> of the final mark.</p> <p><i>*Written examinations include multiple-choice, short-answer and longer-answer questions.</i></p>	<p>2.5 Terms</p> <p>2 Terms</p> <p>Practical assessments will be ongoing throughout the duration of the 2 year course.</p> <p>1 Term</p> <p>0.5 terms-            Revision leading up to final examinations.</p>

**Subject Area: PHYSICAL EDUCATION**

**OCR Level 2 Cambridge National Certificate in Sports Studies**

Year 10 & 11

UNIT and LEARNING OUTCOMES	SPECIFIC/ASSESSMENTS	TIMESCALE
<p>This OCR qualification Level 2 (GCSE equivalent) course involves the study of 4 units:</p> <ul style="list-style-type: none"> <li>• Contemporary issues in sport;</li> <li>• Performance and leadership in Sports Activities;</li> <li>• Sport &amp; the Media;</li> </ul> <p><b><u>R184:Contemporary issues in sport:</u></b></p> <p>By completing this unit, learners will:</p> <ul style="list-style-type: none"> <li>• Understand the issues which affect participation in sport.</li> <li>• Know about the role of sport in promoting values.</li> <li>• Understand the implications of hosting a major sporting event for a city or country.</li> <li>• Understand the role National Governing Bodies (NGBs) play in the development of their sport.</li> <li>• Learn of the positive and negative effects of technology in sport.</li> </ul> <p><b><u>R185:Performance and leadership in Sports Activities:</u></b></p> <p>By completing this unit, learners will:</p> <ul style="list-style-type: none"> <li>• Understand the key components of performance.</li> <li>• Applying practice methods to support improvement in a sporting activity.</li> <li>• Organise and plan a sports activity session</li> <li>• Lead a sports activity session.</li> <li>• Reviewing their own performance in planning and leading a sports activity session.</li> </ul> <p><b><u>R186:Sport and the media</u></b></p> <p>By completing this unit, learners will:</p> <ul style="list-style-type: none"> <li>• Understand the different sources of media that cover sport.</li> <li>• Understand the positive effects of the media in sport.</li> <li>• Understand the negative effects of the media in sport.</li> </ul>	<p>Unit R184: Contemporary issues in sport will be assessed by way of a <b>one-hour written examination which accounts for 25%</b> of the overall qualification.</p> <p>The other 2 units are assessed by the completion of practical and written based tasks which will be internally marked by teachers.</p> <p>Marks are collated to award an overall grade of level 1 pass, merit, or distinction; or <b>level 2 pass, merit, distinction or distinction*</b>.</p> <p>These tasks can be presented as written evidence, practical activities with witness statements, presentations or video or audio recordings.</p> <p><b><u>Practical sports assessments</u></b> Handball will be one of the sports you will be assessed in- we teach you this for 2 terms of the course. The other sport can be one of your choice you do outside of lessons/college. It is really important you are actively involved in sport in or outside of college, otherwise you may struggle with the content and assessment of the course.</p>	<p>The examination will be sat in the spring or summer term of Year 11.</p> <p>Students will study this course for 2½ hours each week over the duration of this 2 year course. Homework is set regularly.</p> <p>Internally marked tasks will be assessed regularly throughout the duration of the 2 year course.</p>

## **Subject: Textiles**

Qualification - Art & Design: Textile Design GCSE

Department - Art Design Technology

Exam Board - OCR

Syllabus Code - J174

**TEXTILES** is an Art & Design qualification that provides students with the opportunity to explore and experiment with techniques to manipulate a variety of materials and fabric. Students will be taught through a variety of tutorials to develop their practical skills, knowledge and understanding.

Students are exposed to a range of themes and topics that are designed to inspire and challenge them to create new and unique ideas and outcomes that reflect their creativity in a textile form.

Students will present their work in both 2d and 3d forms. They will create visual portfolios that demonstrate their understanding for how textile design can be incorporated into a diverse range of areas such as constructed textiles, fashion design, installed textiles, soft furnishings etc.

### **Transferable and Employability skills** developed in Textiles GCSE:

- Creativity and problem solving
- Critical Thinking with the ability to work independently and collaboratively
- Emotional intelligence to push boundaries communicating ideas visually
- Adaptability and flexibility when working to a brief and target market

### **Year 10:**

- focused practical tasks that build on students KS3 knowledge and understanding developing work leading to final outcomes exploring surface decoration, construction techniques and pattern.
- Looking at the work of existing textile artists and fashion designers to develop new and unique concepts and outcomes in both an Art and Fashion form.
- Learn how to present their work and develop a portfolio.

### **Year 11:**

- Complete the Unit 1 portfolio.
- Complete Unit 2 portfolio

### **Assessment:**

This course is 100% coursework divided over two portfolios of work.

Unit 1 = 60%

Unit 2 = 40%

The units allow students the opportunity and freedom to tailor their themes to their own interests as well as develop unique outcomes that can be in an Art and Fashion form that are personal and expressive.

### **Post 16 Course transition:**

- A-level Textiles or equivalent level 3 course
- A-level Fashion and Textiles

### **Career progression:**

- Fashion designer, interior designer, stylist, fashion illustration, retail buyer, sales, garment technologist, digital textile design, fabric technologist, textile engineer, film/theatre costume design, colourist, teaching and education...