

2024-2025



UNIVERSITY
COLLEGIATE
SCHOOL

ACADEMY PATHWAYS

SUBJECT INFORMATION



Welcome to the Academy Pathway Information Pack.

I hope you find the information in this pack useful in supporting you in considering your pathway within UCS for the next 4 years.

At our University Technical College (UTC), we are dedicated to supporting and guiding students so they can reach their full potential. We aim to provide an educational experience that excites, inspires, and prepares them for a successful future in their chosen careers.

Our Academy Pathways are designed to offer a well-rounded curriculum, with a focus on our UTC specialisms, alongside other subjects. This approach allows students to pursue their interests or discover new ones. Thanks to our strong connections with industry partners, students will not only deepen their knowledge in the subjects they are studying but also understand how the skills they are developing will support their future careers.

Before selecting a pathway, students will have the opportunity to learn more about the options available. They will then meet with a member of our senior leadership team, along with their parents, to discuss the best pathway for their future. This meeting will help guide decisions for Year 10 and 11, as well as the transition to Sixth Form and beyond.

While we encourage students to choose a pathway that suits them, we understand that circumstances may change. Therefore, students will have the chance to reassess their pathway after receiving their Year 11 results and finalise their Sixth Form enrolment.

**Health
Academy**

**Engineering
Academy**

**Digital
Academy**

Our Connections



Health Academy

Following the **Health Academy** pathway, students will study a range of subjects that will prepare them for level 3 studies in a health care related area, such as medicine, nursing or health care science. During years 10 and 11 they will follow the core programme of subjects alongside 3 optional subjects.

Core programme:



English – 5 hours per week leading to GCSE English Language and GCSE English Literature.

Mathematics – 4 hours per week leading to GCSE Mathematics

Science – 5 hours per week leading to GCSE Combined Science (worth 2 GCSEs and awarded as a double GCSE grade).

Personal development – 1 hour per week delivering an essential programme of study for all students covering personal, social, health and economic education. This is not examined and does

lead to the award of a qualification.

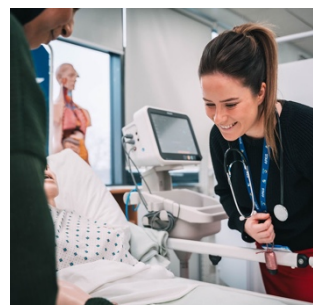
Health: physical education – 1 hour per week where students are involved in a range of activities that develops personal fitness and that promotes an active, healthy lifestyle.

Optional programme:

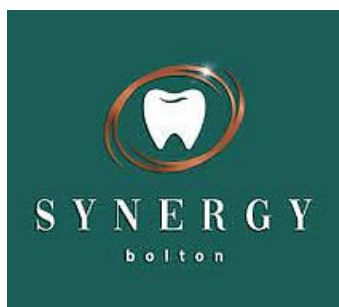
3 subjects will be allocated based on student preferences. Each subject will have 3 hours per week.

Students will be allocated 3 subjects from:

- *Health and Social Care.*
- *Child development.*
- *Psychology.*
- *Sports science.*
- *Separate sciences.*
- *Geography.*
- *History.*
- *Religious studies.*
- *Travel and tourism*



During year 12 and 13, based on student preference and subject to the results at the end of year 11, the **Health Academy** pathways include:



T-levels (equivalent to 3 A-levels) in either Health – adult nursing, Health – dental nursing, Health - optometry or Health science.

A-levels in Biology, Chemistry, Criminology, Mathematics, Physics or Psychology.

BTEC diplomas (equivalent to 2 A-levels) in Health and Social care or Applied Science

Engineering Academy

Following the **Engineering Academy** pathway, students will study a range of subjects that will prepare them for level 3 studies in an area linked to engineering or STEM. During years 10 and 11 they will follow the core programme of subjects alongside 3 optional subjects.

Core programme:



English – 5 hours per week leading to GCSE English Language and GCSE English Literature.

Mathematics – 4 hours per week leading to GCSE Mathematics

Science – 5 hours per week leading to GCSE Combined Science (worth 2 GCSEs and awarded as a double GCSE grade).

Personal development – 1 hour per week delivering an essential programme of study for all students covering personal, social, health and economic education. This is not examined and does lead to the award of a qualification.

Health: physical education – 1 hour per week where students are involved in a range of activities that develops personal fitness and that promotes an active, healthy lifestyle.

Optional programme:

3 subjects will be allocated based on student preferences. Each subject will have 3 hours per week.

Students will be allocated 3 subjects from:

- *Engineering.*
- *3D Design or Art*
- *Photography.*
- *Separate sciences.*
- *Geography.*
- *History.*
- *Religious studies*



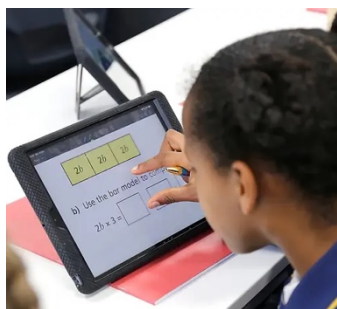
During year 12 and 13, based on student preference and subject to the results at the end of year 11, the **Engineering Academy** pathways include:

A-levels in Biology, Chemistry, Criminology, Mathematics, Physics or Psychology.
BTEC diploma (equivalent to 2 A-levels) in Engineering.

Digital Academy

Following the **Digital Academy** pathway, students will study a range of subjects that will prepare them for level 3 studies in an area linked to computing and STEM. During years 10 and 11 they will follow the core programme of subjects alongside 3 optional subjects.

Core programme:



English – 5 hours per week leading to GCSE English Language and GCSE English Literature.

Mathematics – 4 hours per week leading to GCSE Mathematics

Science – 5 hours per week leading to GCSE Combined Science (worth 2 GCSEs and awarded as a double GCSE grade).

Personal development – 1 hour per week delivering an essential programme of study for all students covering personal, social, health and economic education. This is not examined and does

lead to the award of a qualification.

Health: physical education – 1 hour per week where students are involved in a range of activities that develops personal fitness and that promotes an active, healthy lifestyle.

Optional programme:

3 subjects will be allocated based on student preferences. Each subject will have 3 hours per week.

Students will be allocated 3 subjects from:

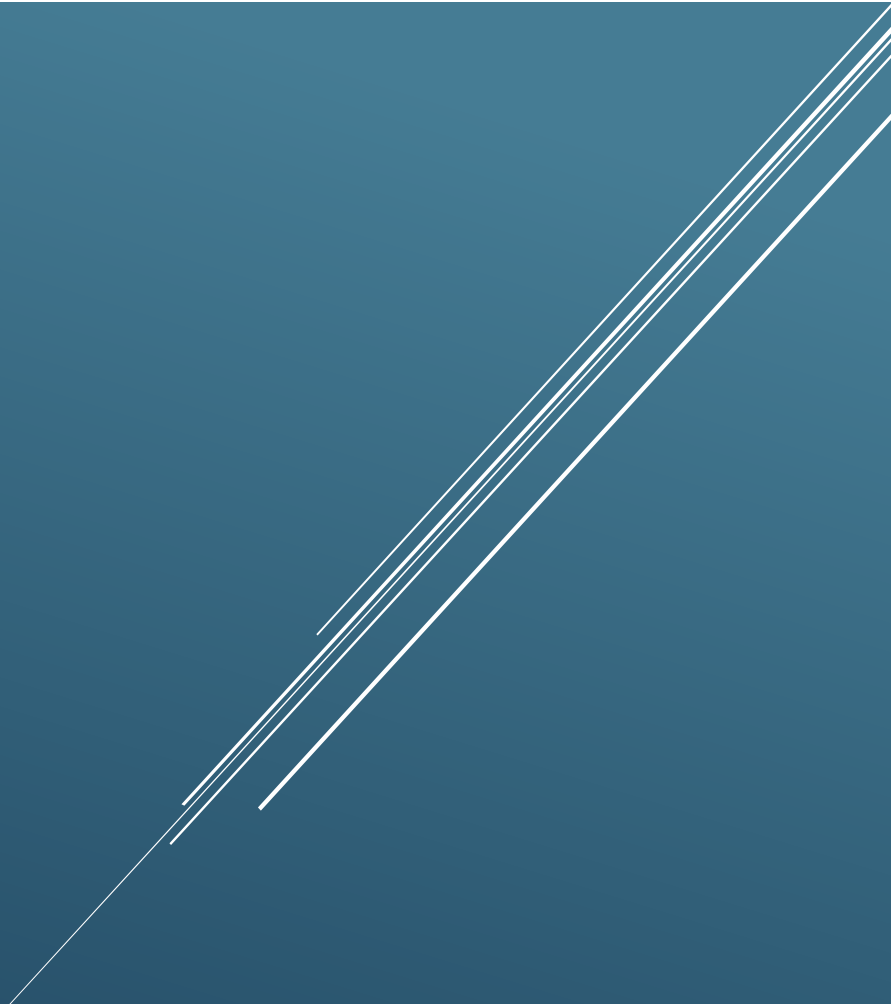
- *Creative iMedia.*
- *Music.*
- *Photography.*
- *Separate sciences.*
- *Geography.*
- *History.*
- *Religious studies.*
- *Sports science.*
- *Travel and Tourism*



During year 12 and 13, based on student preference and subject to the results at the end of year 11, the **Digital Academy** pathways include:

A-levels in Biology, Chemistry, Criminology, Mathematics, Physics or Psychology.

The full digital offer in the sixth form is still under development and further information will follow later.



SUBJECT INFORMATION

English Language

Exam board and qualification: AQA GCSE English Language

Assessment:

The course is assessed through two exam papers:

- **Paper 1: Explorations in Creative Reading and Writing**
(Fiction focused. You will analyse an unseen text and write creatively)
- **Paper 2: Writers' Viewpoints and Perspectives**
(Non-fiction focused. You will compare two texts and write persuasively)

You will also complete a **Spoken Language Endorsement**, where you will deliver a presentation and respond to questions.

Course information

This course will develop your ability to read, understand, and analyse a wide range of texts, as well as help you improve your writing skills for different purposes and audiences. You will explore both fiction and non-fiction texts, including 19th, 20th, and 21st-century writing, learning how to identify key ideas, evaluate language and structure, and compare texts effectively.

By the end of the course, you will be able to read critically, write confidently, and communicate effectively. These are essential skills for further study and everyday life.

English Literature

Exam board and qualification: AQA GCSE English Literature

Assessment:

The course is assessed through two exam papers:

- **Paper 1: Shakespeare and the 19th-Century Novel**
(In-depth analysis of a Shakespeare play and a 19th-century novel) We study Macbeth and Dr Jekyll and Mr Hyde.
- **Paper 2: Modern Texts and Poetry**
(Study of a modern drama or novel, an anthology of poetry, and unseen poetry) We study Blood Brothers and the Love and Relationships section of the anthology.

Course information

This course will develop your ability to read, understand, and analyse a range of literary texts, exploring how writers use language, structure, and form to create meaning. You will study a variety of texts, including Shakespeare, 19th-century novels, modern drama or prose, and a collection of poetry.

Throughout the course, you will develop skills in critical thinking, interpretation, and comparison, helping you to express your ideas clearly and persuasively. This qualification will not only enhance your appreciation of literature but also prepare you for further study and a wide range of careers.

Mathematics

Exam board and qualification: Edexcel GCSE Mathematics

Assessment:

3 1 hour 30 minute exams, each worth 80 marks and are equally weighted
Paper 1 is non-calculator, papers 2 and 3 are calculator

Course information

The assessment covers the following content

- Number
- Algebra
- Ratio and proportion
- Geometry and measures
- Probability
- Statistics
- Two tiers are available, foundation (up to grade 5) and higher (grade 3 to 9)
- All the content will be assessed across all papers, none are specific to a paper
- Each paper has a range of question types consisting of which require students to demonstrate knowledge and understanding; apply

Combined Science

Exam board and qualification: AQA Trilogy GCSE

Assessment: 6 x 75 min exams

Each exam is worth 16.7% of the overall qualification. There are 2 papers for biology, 2 for chemistry and 2 for physics.

Course information

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

GCSE Combined Science is a course which aims to give students the knowledge and understanding of science they will meet in their everyday lives. Students will study two GCSEs over the two years.

Through a wide range of activities students will be able to:

- Recognise the impact of science and technology on everyday life
- Take informed decisions about issues that involve science
- Understand the key points of media reports, and reflect on information included (or omitted) from these reports and other information
- Have a greater awareness of science and how scientists work

Units studied:

Biology	Chemistry	Physics
Cell Biology Organisation Infection and response Bioenergetics Homeostasis and response Inheritance, variation and evolution Ecology	Atomic structure and the periodic table Bonding, structure and the properties of matter Quantitative chemistry Chemical changes Energy changes The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	Energy Electricity Particle model of matter Atomic structure Forces Waves Magnetism and electromagnetism

GCSE combined science is assessed at either higher tier (giving access to grades from 4-4 to 9-9), or foundation tier (giving access to grades from 1-1 to 5-5).

Separate sciences

Exam board and qualification: AQA GCSE Biology, Chemistry and Physics

Assessment: 2 x 95 min exams x 3 qualification

Each exam is worth 50% of the overall qualification.

Course information

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

GCSE Separate Sciences is a combination of three courses which aim to give students the knowledge and understanding of science they will meet in their everyday lives. Students will study three GCSEs over the two years.

Through a wide range of activities students will be able to:

- Recognise the impact of science and technology on everyday life
- Take informed decisions about issues that involve science
- Understand the key points of media reports, and reflect on information included (or omitted) from these reports and other information
- Have a greater awareness of science and how scientists work

Units studied:

Biology	Chemistry	Physics
Cell Biology Organisation Infection and response Bioenergetics Homeostasis and response Inheritance, variation and evolution Ecology	Atomic structure and the periodic table Bonding, structure and the properties of matter Quantitative chemistry Chemical changes Energy changes The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	Energy Electricity Particle model of matter Atomic structure Forces Waves Magnetism and electromagnetism Space

GCSE science is assessed at either higher tier (giving access to grades from 4 to 9), or foundation tier (giving access to grades from 1 to 5) different tiers can be sat in each science.

Health and Social Care

Exam board and qualification: EDEXCEL Pearson Health and Social Care Tech award level 1/2

Assessment:

Of the three components, one and two are internally assessed and then independently verified, contributing 30% each to the student's final grade. Component 3 is an external exam again worth 40% of your overall GCSE

Course information

Our BTEC Health and Social Care qualification provides students with the opportunity to learn about;

- The life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development
- Different life events and how individuals can adapt or be supported through changes caused by life events
- Health and social care conditions, how they can be managed by the individual and the different health and social care services that are available
- The barriers and obstacles an individual may encounter and how these can be overcome
- The skills, attributes and values required to give care and how these benefit the individual
- How factors can affect an individual's current health and wellbeing
- How physiological indicators and an individual's lifestyle choices determine physical health
- The use of the person-centred approach
- Recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

Our curriculum is embedded with opportunities to enhance your employability skills through the use of our UCS Ward, Dental lab and our simulator patients. We also work in partnership with a number of employers who currently work within the Health and Social Care sector.

Child development

Exam board and qualification: NCFE: CACHE Level 1/2 Technical Award in Child Development

Assessment:

There will be two assessments:

- 1 non-exam assessment worth 50% - externally set and internally marked
- 1 exam worth 50% - externally set and externally marked

Course information

This qualification provides an opportunity for students to gain an introduction to a wide range of themes connected to the roles and responsibilities of the early years practitioner. It will encourage students to apply their knowledge and work through a range of case studies that will challenge them to problem solve and relate their understanding of the early years practitioner role and child development.

The study of child development and care in the early years involves gaining an understanding of child development in the early years, influences on a child's development, care routines, early years provision, legislation and the role of observations and planning.

We work in partnership with Play Pals nursery – one of our schools within our trust.

Psychology

Exam board and qualification: OCR GCSE Psychology

Assessment:

Paper 1 (50% of total grade): Studies and applications in Psychology 1-1hr 30 mins

Paper 2 (50% of total grade): Studies and applications in Psychology 2-1hr and 30 mins

Course information

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Oyr GCSE Psychology course consists of two units of work that and cover a wide range of psychological topic areas and behaviours that include:

Paper 1

This exam covers four topics:

Criminal psychology – Why do people turn to crime?

Development – How do we learn?

Psychological problems – Diagnosing and treating Schizophrenia and Depression

Research methods

Paper 2

This unit covers four topics:

Social influence – Why do we conform and follow others?

Memory – How do we store and recall memories?

Sleep and dreaming – Why do we need sleep? What is the true meaning of dreams?

Research methods

Within the first three topics of each unit we will look at two core studies, as well as studying key concepts, theories and applications.

Research methods is embedded throughout both exam papers. This looks at how psychologists collect and analyse their data and includes looking at observations, experiments, interviews and questionnaires. Students will also have the opportunity to carry out their own pieces of research.

Sports science

Exam board and qualification: OCR Cambridge Nationals Sports Science Level 2

Assessment:

60% of the marks - 2 Assignment units in fitness and nutrition that include different tasks across the content. Tasks are case study driven and assessed at pass, merit and distinction levels.

40% of the marks - 1 written exam in sports injuries.

Course information

R181: Applying the principles of training: fitness and how it affects skill performance

This is assessed by a set assignment.

By completing this unit, you will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. You will also learn how to design, plan and evaluate a fitness training programme. You will then interpret the data collected from these fitness tests and learn how best to feed this back.

Topics include: #Components of fitness applied in sport; #Principles of training in sport; #Organising and planning a fitness training programme; #Evaluate own performance in planning and delivery of a fitness training programme

R183: Nutrition and sports performance

This is assessed by a set assignment.

By completing this unit you will gain understanding of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge you gain will be used to produce an appropriate, effective nutrition plan for a performer.

Topics include: #Nutrients needed for a healthy, balanced nutrition plan; #Applying differing dietary requirements to varying types of sporting activity; #Developing a balanced nutrition plan for a selected sporting activity; #How nutritional behaviours can be managed to improve sports performance.

Geography

Exam board and qualification: AQA GCSE Geography

Assessment:

Component 1: Living with the physical environment	35%	1 hour 30 minutes exam
Component 2: Challenges in the human environment	35%	1 hour 30 minutes exam
Component 3: Geographical applications	30%	1 hour 30 minutes exam

Course information

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Each of the three exams are split into 3 sections (A, B & C).
The following content is assessed in each exam:

Component 1 Weather hazards Tectonic hazards Climate change Local ecosystems Hot deserts Tropical rainforests Coastal landscapes River landscapes	Component 2 Urbanisation in an LIC/NEE UK urban change Sustainable cities The development gap Economic development Resource management Water management	Component 3 Issue evaluation – the exam board provide us with a topic in March of Y11. Then test on this. Fieldwork
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History

Exam board and qualification: Edexcel GCSE History

Assessment:

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in History consists of three externally examined papers. The total qualification mark is 168, of which 8 marks are for spelling, punctuation, grammar and use of specialist terminology (SPaG).

Course information

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

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

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Units Studied:

Paper 1 – Thematic Study and Historic Environment	Paper 2 – Period Study and British Depth Study	Paper 3 – Modern Depth Study
Topic – Medicine in Britain, C1250-Present.	Topics: Early Elizabethan England 1558-1588 and Superpower Relations and the Cold War, 1941-1991	Topic: Weimar and Nazi Germany, 1919-1939
Written Examination: 1hr 20 Mins	Written Examination: 1hr 50 Mins	Written Examination: 1hr 15 Mins
30% of the qualification	40% of the qualification	30% of the qualification
52 Marks	64 Marks	52 Marks

Religious studies

Exam board and qualification: AQA Religious Studies A GCSE

Assessment:

Paper 1: Christianity and Islam beliefs and practices.

1 hour and 45 minutes

96 marks +6 marks for Spelling, Punctuation and Grammar.

Worth 50% of the grade.

Paper 2: Non-textual Studies. Themes A, B, D and E.

1 hour and 45 minutes

96 marks + marks for Spelling, Punctuation and Grammar.

Worth 50% of the grade.

Course information:

Students should be aware that Islam is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.

Students should study the beliefs, teachings and practices of Islam and Christianity and their basis in Islamic sources of wisdom and authority. They should be able to refer to scripture and other writings where appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them. Students may refer to any relevant text in their answers and AQA will publish a list of appropriate texts as part of the supporting material for this specification. These additional texts will not be required for study, alternatives may be used, and questions will not be set on them.

Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.

Common and divergent views within Islam and Christianity in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Muslim and Christian perspectives in their answers, including those from Sunni and Shi'a Islam, Catholic and Protestant Christianity.

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. This will be done through the themes: Relationships and Families, Religion and Life, Religion, Peace and Conflict and Religion, Crime and Punishment.

Engineering

Exam board and qualification: WJEC Level 1/2 Vocational Award in Engineering (Technical Award)

Assessment:

HOW WILL I BE ASSESSED?

You will be assessed through a mixture of exams and project work.

Unit 1 will involve producing a manufacturing product, which will be worth 40% of the qualification. This can range from a basic hand tool to complex machinery. The product will need to be developed over 20 hours and will be completed in Year 10.

Unit 2 will also be assessed through project work and will be worth 20% of the qualification. Here you will apply your problem-solving skills to answer a brief and produce a solution. You will produce your solution over 10 hours and will be completed in Year 11.

Unit 3 will involve a single exam, which is worth 40% of your qualification. The exam will last 1 hour and 30 minutes. The exam will be made up of multiple-choice questions, and short and extended answers and will be completed in Year 11.

Course information

WHAT WILL I STUDY?

This qualification is made up of 3 units:

Unit 1: Manufacturing engineering products Have the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering products.

Develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to manufacture and test a final product.

Unit 2: Designing engineering products Explore how an engineered product is adapted and improved over time. It offers the opportunity to apply your knowledge and understanding to adapt an existing component, element or part of the product that you will have manufactured for Unit 1.

Unit 3: Solving engineering problems Introduced to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.

WHAT SKILLS WILL I DEVELOP?

You will develop a range of skills which are attractive to employers, colleges and universities including:

Communication, Critical thinking, Learning independently, Research, Taking on responsibility, Time management

CAREERS WITH ENGINEERING?

There are a wide range of opportunities within the field of engineering, for example: Aerospace engineer, Biomedical engineer, Civil/structural engineer, Computer engineer, Electrical/electronic engineer, Environmental engineer, Marine engineer, Mechanical engineer, Product engineer.

3D Design or Art

Exam board and qualification: AQA GCSE Art and Design (with 3D Design or with Fine Art)

- Both courses have the same assessment criteria and discount code, as such students can **only choose one** of the above to study

Assessment:

Component 1: Portfolio

What's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit.

Component 2: Externally set assignment

What's assessed

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it's assessed

1. Preparatory period followed by 10 hours of supervised time
 - 96 marks
 - 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit.

Course information

Three-dimensional design is defined as the design, prototyping and modelling or making of primarily functional and aesthetic 3D products, objects, and environments, drawing upon intellectual, creative and practical skills.

Areas of study

In Component 1 and Component 2 students are required to work in **one or more** area(s) of three-dimensional design, such as those listed below:

Architectural design, sculpture, ceramics, product design, jewellery and body adornment, interior design, environmental/landscape/garden design, exhibition design, 3D digital design, designs for theatre, film and television.

Any form off medium can be used to create the final outcome and this can be decided by the pupil which direction they choose.

They may explore overlapping areas and combinations of areas.

Knowledge, understanding and skills

Students must develop and apply the knowledge, understanding and skills specified in the subject content to realise personal intentions relevant to three-dimensional design and their selected area(s) of study.

The following aspects of knowledge, understanding and skills are defined in further detail to ensure students' work is clearly focused and relevant to three-dimensional design.

Knowledge and understanding

The way sources inspire the development of ideas relevant to three-dimensional design including:

- how sources relate to historical, contemporary, cultural, social, environmental and creative contexts
- how ideas, feelings, forms, and purposes can generate responses that address specific needs be these personal or determined by external factors such as the requirements of an individual client's expectations, needs of an intended audience or details of a specific commission.

The ways in which meanings, ideas and intentions relevant to three-dimensional design can be communicated include the use of:

- figurative and non-figurative forms of representation, stylisation, simplification, exaggeration, the relationship between form and surface embellishment, constructional considerations and imaginative interpretation
- visual and tactile elements such as:
 - colour, line, form, tone, texture, space, proportion, decoration, scale, structure, shape, pattern.

Skills

Within the context of three-dimensional design, students must demonstrate the ability to:

- use three-dimensional techniques and processes, appropriate to students' personal intentions, for example:
 - model making, constructing, surface treatment, assembling, modelling
- use media and materials, as appropriate to students' personal intentions, for example:
 - drawing materials, clay, wood, metal, plaster, plastic, found materials

Fine art practice is defined here as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.

Areas of study

In Component 1 and Component 2 students are required to work in **one or more** area(s) of fine art, such as those listed below:

Drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media, land art.

They may explore overlapping areas and combinations of areas.

Knowledge, understanding and skills

Students must develop and apply the knowledge, understanding and skills specified in the [Subject content](#) within the context of fine art practice and their selected area(s) of study.

The following aspects of the knowledge, understanding and skills are defined in further detail to ensure students' work is clearly focused and relevant to fine art.

Knowledge and understanding

The way sources inspire the development of ideas, relevant to fine art including:

- how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts
- how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.

The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of:

- figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation
- visual and tactile elements, such as:
 - colour, line, form, tone, texture, shape, composition, rhythm, scale, structure, surface.

Skills

Within the context of fine art, students must demonstrate the ability to:

- use fine art techniques and processes, appropriate to students' personal intentions, for example:
 - mark-making, monoprint collagraph and block printing, assemblage, construction, carving, film and video, digital working methods
- use media and materials, as appropriate to students' personal intentions, for example:
 - charcoal, pastels, pen and ink, crayons and pencil, watercolour, gouache, acrylic and oil paint, found materials, clay, wood and metal, digital imagery, different papers and surfaces on which to work.

Photography

Exam board and qualification: AQA GCSE Art and Design: Photography

Assessment:

Component 1: Portfolio

What's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit.

Component 2: Externally set assignment

What's assessed

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it's assessed

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit.

Course information

Photography is defined here as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.

Areas of study

In Component 1 and Component 2 students are required to work in **one or more** area(s) of photography, such as those listed below:

Portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography.

They may explore overlapping areas and combinations of areas.

Knowledge, understanding and skills

Students must develop and apply the knowledge, understanding and skills specified in the subject content to realise personal intentions relevant to photography and their selected area(s) of study.

The following aspects of the knowledge, understanding and skills are defined in further detail to ensure students' work is clearly focused and relevant to photography.

Knowledge and understanding

The way sources inspire the development of ideas, relevant to photography including:

- how sources relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client- oriented requirements
- how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world.

The ways in which meanings, ideas and intentions relevant to photography can be communicated include the use of:

- figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation
- visual and tactile elements such as:
 - colour, line, form, tone, texture, shape, pattern, composition, scale, sequence, surface, contrast.

Skills

Within the context of photography, students must demonstrate the ability to:

- use photographic techniques and processes, appropriate to students' personal intentions, for example:
 - lighting, viewpoint, aperture, depth of field, shutter speed and movement, use of enlarger, chemical and/or digital processes
- use media and materials, as appropriate to students' personal intentions, for example:
 - film, photographic papers, chemicals appropriate to darkroom practices, digital media programs and related technologies, graphic media for purposes such as storyboarding , planning and constructing shoots.

Creative iMedia

Exam board and qualification: OCR Creative iMedia

Level 2 (Pass/ Merit/ Distinction) Cambridge National Certificate

Assessment:

The course is currently assessed by one written examination and two externally assessed coursework elements.

Exam: Written examination worth 40% of the final grade

Coursework: two pieces of coursework (one per unit) each worth 25% and 35% of the final grade

Course information

Why Study Creative iMedia?

The digital media sector is a highly popular and growing industry within the UK with many opportunities to progress and shape the media we see today. Students will develop the skills and knowledge to confidently enter this sector. The course offers students essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education.

Course Content

What will I learn?

Students will have a hands-on approach to Creative iMedia. They will study three areas that allows students to develop transferrable skills in ICT through the world of media. They will learn about production processes in the media industry, gain an understanding of how ideas are created, and they will develop creative skills in producing their own media graphics.

ICT is a fundamental skill for any industry students may want to work in.

The course will develop their skills and confidence in ICT to help them be successful in further education or the world of employment.

During the course you will study two core, and one optional unit:

Core Unit: Creative iMedia in the media Industry	Core Unit: Visual identity and digital graphics	Optional Unit: Visual imaging
Planning is an essential part of working in the creative and digital media sector. This unit will enable students to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application, in addition to examining media related jobs and the codes and conventions used in media products.	On completion of this unit, students will understand the purpose and they will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.	In this unit students will plan and capture photographs and moving images using a digital camera and learn to edit and process photographs and video sequences to create meaningful products in response to client briefs.

Where can the course lead?

ICT skills are needed within any industry from the police force, law, business, hospitality, and health care. Students can choose to move into any career path and will find the skills they have developed to be beneficial. The media focus within the course will allow them to pursue specialist media roles. Students who would like to take their studies further can complete a Media course at A Level, Level 3 or continue onto work-based learning such as apprenticeships.

Music

Exam board and qualification: Eduqas – GCSE Music

Assessment: 60% Coursework, 40% Written Exam

Component 1: 30% Performing Coursework	Component 2: 30% Composition Coursework	Component 3: 40% Appraising Exam
Total duration: 4-6 minutes A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble.	Total duration: 3-6 minutes Two compositions, one of which must be in response to a brief (from a choice of four). The second composition is a free composition for which learners set their own brief.	Written exam: Approx. 1 hour 15 minutes This is assessed via a listening examination. Eight questions in total, two on each of the four areas of study. Area of study 1: Musical Forms and Devices Area of study 2: Music for Ensemble Area of study 3: Film Music Area of study 4: Popular Music

Course information

Unlock Your Musical Potential!

The Eduqas GCSE in Music offers an exciting and broad course that helps students grow as musicians by developing key skills in performing, composing, and appraising.

Here's what you can expect from the course:

Active Music Learning and Performing: Get hands-on experience through performing and composing. Build confidence performing solo and in groups, with a focus on fluency and expression.

Composing Skills: Learn how to create your own music using a variety of techniques and resources, including music technology.

Understanding Styles & Genres: Explore different genres such as Western Classical Tradition, Music for Ensemble, Film Music, and Popular Music to broaden your musical horizons and recognize how styles have evolved over time.

Appreciate and Reflect: Learn how to analyse your own performances and compositions, as well as those of others, to enhance your musical understanding and creativity.

Develop Key Skills: Through music study, you'll build independence, creativity, and critical thinking while also appreciating the rich and diverse heritage of music.

This course is ideal for those passionate about music and looking to develop essential skills for future study or careers in music. Whether you're already playing an instrument or just getting started, this course will help you grow musically and creatively!

Travel and Tourism

Exam board and qualification: Pearson - BTEC LEVEL 1 & LEVEL 2 TECH AWARD

Assessment:

4 pieces of coursework & a 2-hour written examination.

Course information

Students will study three components, covering the following content areas:

- Component 1: The aims of travel and tourism organisations, how different organisations work together and types of travel and tourism, the features that make destinations appealing to visitors and different travel routes.

Assessment: 2 pieces of written coursework.

- Component 2: How organisations use market research to identify travel and tourism trends, and customer needs and preferences, and selection of products and services and planning a holiday to meet customer needs and preferences.

Assessment: 2 hour written examination.

- Component 3: Factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors, and the potential impacts of tourism on global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

Assessment: 2 pieces of written coursework.

