



NORTH DURHAM
ACADEMY

Year 8
Guided Pathways
Subject Fact Sheets

2020



NORTH DURHAM
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GCSE English Literature & Language

Exam Board: AQA

What is it all about?

All students study for separate English Language and English Literature examinations. The course gives students an opportunity to demonstrate and build upon knowledge. They will be required to analyse poetry, prose and demonstrate their writing ability in relation to addressing subject, audience, purpose and form. It provides students with the opportunity to develop many skills, which are essential for Higher Education or all types of employment.

English is an exciting subject that provides many opportunities for students to develop functional skills to be used beyond the classroom such as reading, writing, speaking and listening.

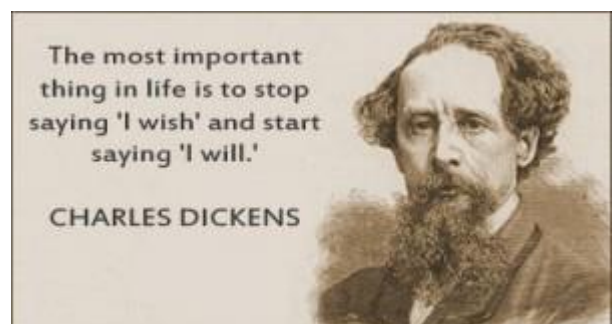
Course outline:

- A Christmas Carol
- A collection of Power and Conflict poetry
- 20th & 21st Century Non-fiction
- 19th Century Fiction
- The Merchant of Venice/Macbeth/Romeo & Juliet
- An Inspector Calls
- Writing to argue a viewpoint
- Descriptive and narrative writing

Like any other GCSE, a good pass in this subject will allow you to study most courses in Higher Education. However, if you are particularly interested in English at a higher level than GCSE in the future, this subject is a MUST for you.

If you do not wish to follow an academic path after completing your GCSEs, English can still be extremely useful as a functional skill. Good written and spoken Standard English is a requirement from all employers; a good English GCSE will inform an educational institution or employer that you are a suitable and desirable candidate. English can be particularly useful in the following fields of work:

- Police
- Nursing
- Education
- Childcare
- Social Work
- Journalism
- Civil Service
- Sports Coaching
- Legal services – Solicitors / Legal Clerk



Examination

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

English Language - Component 1: Fiction & Descriptive/Narrative Writing (50% of GCSE)

- Section A – Reading: questions on an unseen 19th or 20th-century fiction extract.
- Section B – Writing: a choice of two writing tasks, either descriptive or narrative writing. There is an image as stimulus.

English Language – Component 2: Non-fiction & Viewpoint Writing (50% of GCSE)

- Section A – Reading: questions on two unseen non-fiction extracts, linked by theme.
- Section B – Writing: argue a viewpoint linked by a theme to the reading extracts.

English Literature – Component 1: Shakespeare & Post-1914 Literature (50% of GCSE)

- Section A – Shakespeare: a question focused on a theme/idea/character present in the extract which then challenges you to explore where we see this elsewhere in the play.
- Section B – Post-1914 British play or novel: a choice of question, you chose ONE essay question.

English Literature – Component 2: 19th Century Novel & Poetry since 1789 (50% of GCSE)

- Section A – 19th-century novel: a question focused on a theme/idea/character present in the extract which then challenges you to explore where we see this elsewhere in the novel.
- Section B – Part 1: ONE question comparing a named poem from the *Power and Conflict* collection to another poem from that collection of your choice. The named poem will be shown in the question paper. Part 2: ONE question analysing an unseen contemporary poem AND a comparison of two unseen poems.

Helpful resources

- English Grammar for Dummies - Ward and Woods
- www.yorknotes.com
- www.sparknotes.co.uk
- www.bbcbitesize.co.uk

Further Information:

Further information about this course is available from Mrs C. Ferguson: c.ferguson2@ndacademy.co.uk

GCSE Mathematics

Exam Board: Edexcel

What is it all about?

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject.

Course outline:

Students will build on learning to further develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge wherever relevant in other subjects and in financial contexts.

Develop fluency

- Consolidate their numerical and mathematical capability and extend their understanding of the number system to include powers and roots.
- Select and use appropriate calculation strategies to solve increasingly complex problems, including exact calculations involving multiples of π , use of standard form and application and interpretation of limits of accuracy.
- Extend fluency with expressions and equations to include quadratic equations, simultaneous equations and inequalities.
- Move freely between different numerical, algebraic, graphical and diagrammatic representations, including linear, quadratic, and reciprocal, functions.
- Use mathematical language and properties precisely.



Reason mathematically

- Extend and formalise their knowledge of ratio and proportion, including trigonometric ratios, in working with measures and geometry, and in working with proportional relations algebraically and graphically.
- Extend their ability to identify variables and express relations between variables algebraically and graphically.
- Make and test conjectures about the generalisations that underlie patterns and relationships; look for proofs or counter-examples; begin to use algebra to support and construct arguments.
- Reason deductively in geometry, number and algebra, including using geometrical constructions.
- Interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning.

Solve problems

- Develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems.
- Develop their use of formal mathematical knowledge to interpret and solve problems, including in financial contexts.
- Make and use connections between different parts of mathematics to solve problems.
- Model situations mathematically and express the results using a range of formal mathematical representations, reflecting on how their solutions may have been affected by any modelling assumptions.
- Select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems; interpret their solution in the context of the given problem.

Assessment:

Students are given formal “checkpoint” assessments, which give a clear indication of progress towards target grades and beyond. This happens regularly in Year 10 and more frequently through Year 11 as the external assessment approaches.

Examination:

There are three exams, which are taken in the summer of Year 11.

The first paper will be non-calculator. Papers two and three will require a calculator.

Students will be entered at the higher tier (4-9 grade) or foundation tier (1-5 grade) tier following analysis of the best option for each student based on progress through Key Stage 4 and their future plans.

Helpful resources:

We use a range of software to support students’ development in GCSE maths including the following:-

- hegartymaths.com (video tutorials & homework)
- play.trockstars.com (times table practice)
- corbettmaths.com
- www.mathsgenie.co.uk

Further Information:

Further information about this course is available from Miss R Mahoney email: r.mahoney@ndacademy.co.uk



NORTH DURHAM
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GCSE Double Award Science

GCSE Combined Science

Exam Board: AQA

Why study?

You study Science for 4 hours a week. This option meets the needs of learners who wish to develop their scientific understanding of the three traditional science disciplines. The course focuses on scientific knowledge allowing for progression to science courses at post 16.

Course outline:

Biology

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

Chemistry

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

Physics

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

Assessment:

Examination for this qualification will take place at the end of year 11. Students will sit six papers; two biology, two chemistry and two physics. Each paper will last 1 hour 15 minutes and each will assess different topics. There will be a variety of question types on each paper ranging from multiple choice to open response. This leads to 2 GCSE grades in Science.

Progression:

You can study Sciences at A level providing that you have obtained the entry requirements for these courses. There are many careers that require science:

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

If you are interested in a career in science, here is an example of one of many useful websites that may provide you with some useful information.

<http://www.futuremorph.org/scienceandmaths/>

Further Information:

Further information about this course is available from Miss Armstrong, Email: a.armstrong@ndacademy.co.uk





NORTH DURHAM
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AQA GCSE Combined Science - Trilogy

Exam Board: AQA

Why study Science?

You will study Science for in Year 9 for 4 hours per week, with the time allocation increasing in Year 11. The course builds on scientific understanding of the three traditional science disciplines – Biology, Chemistry and Physics. The course focuses on scientific knowledge allowing for progression to science courses at post 16 and developing a good understanding of science which can be applied to every day life. Science allows young people to develop essential literacy, numeracy, analytical and reasoning skills.

Course outline:

Biology

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

Chemistry

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

Physics

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

Assessment:

Examination for this qualification will take place at the end of year 11. Students will sit six papers; two biology, two chemistry and two physics. Each paper will last 1 hour 15 minutes and each will assess different topics. There will be a variety of question types on each paper ranging from multiple choice to open response. This leads to 2 GCSE grades in Science.

Triple Science:

As Triple Science – 3 separate GCSEs for Biology, Chemistry and Physics – builds on the Combined Science (2 GCSE) programme of study, it is very easy for us to transfer the correct students to this course during Year 10. In the past we have allowed students to choose Triple Science as an option at the end of Year 8 and we have found that some students have struggled with the amount and expectations of the Triple Science Course – leaving them with little option to change. We have decided to work with students who are high achieving and have a real interest in Science to enable them to move on to the Triple route in Year 10/11.

Progression:

You can study Sciences at A level providing that you have obtained the entry requirements for these courses. There are many careers that require science:

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

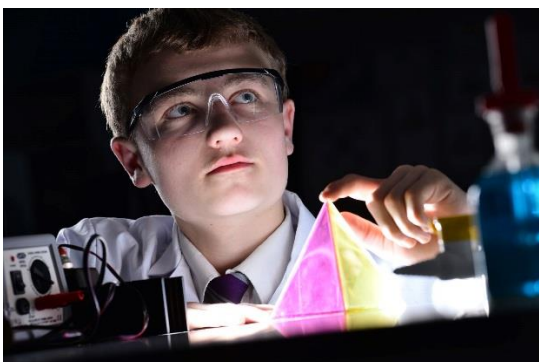
If you are interested in a career in science, here is an example of one of many useful websites that may provide you with some useful information.

<http://www.futuremorph.org/scienceandmaths/>

Further Information:

Further information about this course is available from Ms Collinson or Miss Armstrong,

Email: e.collinson@ncdat.org.uk or a.armstrong@ndacademy.co.uk





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Vocational Creative Media Production

Why study Creative Media Production?

Creative Media production is a hands-on course that explores what the media sector is like, develops valuable skills and techniques in different disciplines and allows learners to produce a practical response to a digital media brief. Students also explore potential careers in the industry.

Course outline:

You will study three components. Each one builds upon each other to motivate you and help you to put into practice the new skills and techniques you learn.

Component 1: Explore media products

In this component you will learn about the sector and investigate media products across the following sectors:

- audio and moving image (TV, films, radio)
- publishing (newspapers, magazines, books)
- interactive (website, video games, mobile applications)

Component 2: Developing digital media productions skills

In this component you will develop technical skills and techniques in moving image, publishing and the interactive sector. You will be required to:

- Experiment with a variety of media production skills and techniques
- Apply technical skills
- Reflect on your progress and skillsets

Component 3: Create a media product in response to a brief (external)

During Component 3 learners apply digital skills and techniques by responding to a digital media brief.



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

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

Careers in Creative Media

By studying creative media you are able to gain important skills to work in exciting careers in advertising, broadcasting, cinematography, film-making and game design.

Further information:

Further information about this course is available from Miss Robson email: b.robson@ndacademy.co.uk



NORTH DURHAM
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Vocational Information

Communication Technology

Why study ICT?

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

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

Course outline:

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

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

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

Controlled Assessment

Assessed units:

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

Please note:

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

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

Skills Checklist

Do you have an avid interest in ICT?	
Do you enjoy using a range of software applications?	
Are you able to complete ICT tasks quickly and confidently without support?	
Are you able to follow detailed instructions?	
Are you creative and willing to try new ideas?	
Are you able to produce work that is suitable for an audience other than yourself?	
Are you able to work independently and take responsibility for meeting deadlines?	
Do you think you would like an ICT related career?	

Some careers linked to ICT:

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

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

Administrator – anyone who works in an office will need basic 'Microsoft Office' skills. Databases help you to store and manipulate data and Spreadsheets can help you with financial planning. The average salary of an Administrator could mean they will earn up to £18,000 per year.

Business owner – to run your own business, you will need ICT skills. You will need to market your own business, design and app or website, keep track of your finances and customer data. There is a range of helpful skills if you are thinking of working for yourself. The salary of a business owner will depend on the size of the business and its performance.

ICT skills are essential for many careers and are often looked for by potential employers, as if you already have them, they won't have to train you up.

Further information:

Further information about this course is available from Miss Patterson email: J.patterson@ndacademy.co.uk



NORTH DURHAM
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GCSE Design and Technology

Why study this course?

Exam Board: AQA

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

What will I study?

Topics covered within this course are:-

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

Assessment:

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

What skills will I develop?

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

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

What careers can this lead to?

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

Further Information:

Further information about this course is available from Mr M Turnbull email m.turnbull@ndacademy.co.uk



NORTH DURHAM
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GCSE Drama

Why study Drama?

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

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

Course outline:

Component 1: Devising

In this component you will

- Create and develop a devised piece from a stimulus
- Perform this devised piece on stage
- Analyse and evaluate the devising process and performance

Component 2: Performance from Text

In this component you will

- Perform two key extracts from a performance text on stage

Component 3: Theatre Makers in Practice

During Component 3 learners practically explore and study one complete performance texts and complete a live theatre evaluation.



Please note that students must perform on stage to an audience and an examiner for two units of this course.

Further information:

Further information about this course is available from Mrs Dreyer email: l.dreyer@ncdat.org.uk

Careers in Drama

By studying drama you could be:

- Actor
- Director
- Radio broadcaster
- Teacher
- Therapist
- Stage manager
- Runner for film or TV
- Talent agent
- Costume design
- Lighting technician

Vocational Engineering

Why study this course?

Exam Board: Pearson

This qualification is designed for learners with an interest in engineering. It will provide students with experience of using different tools, machinery and materials to develop their engineering skills. This will enable them to progress within further education. It will give them an understanding of what engineering may involve.

What will I study?

This qualification shows learners how to:-

1. Develop a broad understanding of the engineering sector.
2. Research a new idea.
3. Use tools and equipment.
4. Perform a range of techniques and processes using selected materials.
5. Draw, develop and take part in an engineering project.

Assessment:

% of Final Grade	Type of Assessment	Title of unit and additional information
25%	Internally assessed portfolio of evidence	Unit 01 Introduction to engineering
25%	Externally set and marked assignment	Unit 02 Introduction to engineering drawing
25%	Internally assessed portfolio of evidence	Unit 03 Tools and equipment for engineering
25%	Internally assessed portfolio of evidence	Unit 04 Engineering materials and their properties



Skills that will be developed during the course are:

What skills will I develop?

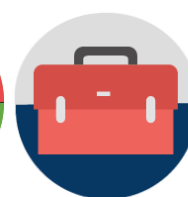
WHY ENGINEERING



Build & improve things to solve problems



Intellectually challenging



Wide career opportunities



Gain practical & transferable skills

1. Using tools and equipment.
2. Selecting and preparing materials.
3. Communication through a range of media.
4. Skills that are essential for the modern workplace, such as appreciation of appropriate behaviour and dress, personal manners, communicating with professional colleagues, independent working and a positive attitude to work.

What careers can this lead to?

Aerospace Engineer

Mechanical Engineer

Civil Engineer

Electrical Engineer

Marine Engineer

Further Information:

Further information about this course is available from Mr Turnbull: m.turnbull@ndacademy.co.uk

GCSE Food Preparation and Nutrition

Exam Board: AQA

Why study this course?

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

What will I study?

Topics covered within this course are:-

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



Assessment:

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

What skills will I develop?

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

The course broken down?

Year	Focus	What will this look like
9	12 GCSE Practical skills	A range of lessons covering both important theory about the practical skills as well as practical lessons where each skill can be learned developed and embedded.
10	Exam Theory Knowledge & Understanding	A variety of lesson activities which will cover both the theory needed to be successful in the exam alongside embedding this knowledge within its application into food preparation and cooking during practical lessons.
11	NEA1	September – November: Food Science Investigation – students will produce a portfolio report linked to a chosen questions set by the exam board. This include practical investigations and written knowledge and understanding of the relevant topic.
	NEA 2	November – April: Food Menu Planning and Preparation Task: students will produce an electronic portfolio of evidence linked to a chosen question set by the exam board. This will include a variety of practicals where students test their cooking skills and then plan, prepare and cook a final three dishes within a 3-hour block as well as knowledge and understanding being recorded within their portfolio of evidence.
	Revision	A wide variety of revision activities will be available and a bespoke revision timetable will be followed dependant on the needs of each class. All theory topics covered during year 10 will be recapped and exam technique embedded further in the run up to the final external exam. Students also a receive a 'revision goody bag' to set them up for being as successful as possible during this time!

What Careers can this lead to?

Food Lawyer: From factory farming to GMOs, there are legal battles being fought by lawyers on both side. The battles are bound to continue as more and more people take a closer look at the nation's food industry, an industry that some say is in dire need of fixing. In addition to dealing with farming and food production, food lawyers also work with issues related to food allergies, food supplements, public health and safety, and worker's rights in the industry.



Food Stylist: Any aspiring chef knows it can be difficult to make food taste good - and sometimes, even harder to make it look pretty. Food stylists, however, tend not to be concerned with taste and generally focus on aesthetic appeal for commercial and editorial purposes, consulting with restaurants, grocery stores, and publishers during photo shoots and making sure that the food looks as good - or better - than it tastes.

Holistic Health Coach: Holistic health coaches integrate natural therapies into their medicine practice, often focusing on the inclusion of health foods, herbal supplements, and wellness regimens like yoga, meditation, and deep breathing. Holistic health coaches who focus on nutrition help their clients plan healthy meals based on their individual goals and desires.



Restaurant Designer: A lot of goes into the birth of a restaurant. From architectural planning to interior design to lighting style to fabric selection, restaurant designers have a lot to take into account when putting together their ideas. Restaurant designers work closely with the hospitality industry, hiring architects, interior designers, project managers, and many other individuals to help bring a restaurant from concept to creation.

Further Information:

Further information about this course is available from Mrs R. Pallas-Gill email: b.pallas-gill@ndacademy.co.uk



NORTH DURHAM
ACADEMY

GCSE

Computer Science

Exam Board: OCR



Why study Computing?

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

Course outline:

Unit 01: Computer systems

This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

This unit is more theory based, it will help you to learn about the different components within the computer alongside how the computers are networked to transmit data. You will also think about threats and issues which could arise to a computer network.

Unit 02: Computational thinking, algorithms and programming

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

This unit is a lot more hands on. Whilst thinking about a scenario logically, you will be asked to solve problems, some of which are quite numeracy based, so if maths isn't your strong point, this course may not be for you. You will look at sorting and searching and figure out how to add and subtract using a new number system called binary. As well as this, you will program in Python and learn to write Pseudocode for a controlled assessment piece. This will help you apply your practical skills to the questions presented to you in the exam.

Assessment:

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

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

Skills Checklist:

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

Some careers linked to Computer science:

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

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

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

Computer programmer - A computer programmer figures out the process of designing, writing, testing, debugging/troubleshooting and maintaining the source code of computer programs. This source code is written in a programming language so the computer can 'understand' it. Computer programmers could earn on average up to £55,000 per year with experience.

Further Information:

Further information about this course is available from Miss J Patterson, email: J.patterson@ndacademy.co.uk

GCSE Fine Art

Exam Board: AQA

What is it all about?

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

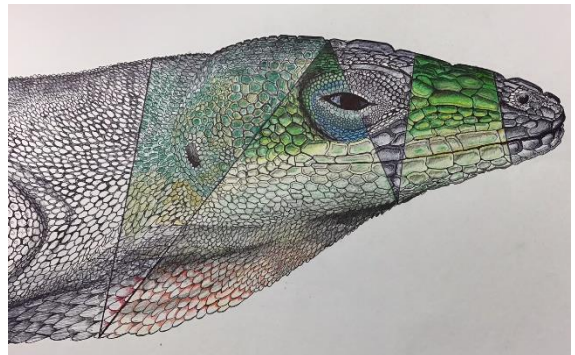
There are 2 components to the course; The coursework unit (60%) and the Exam unit (40%). Both follow a similar project structure and end in a final outcome. Students develop knowledge, skills and confidence using a variety of media, materials, techniques and processes, explored through project work on given themes. All work, in both components is assessed.

Drawing ability and a willingness to explore is vital to a student's success when taking GCSE Fine Art. Written communication is also a requirement of the course, throughout the 3 years, and therefore should be taken into account when considering this option.

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

Course outline:

During Year 9, students begin their first project in the component one Coursework unit. The year is designed to gain an understanding on how a project develops. It builds confidence and knowledge, and gives students opportunities to find their own creative strengths. Through guided learning, the 'Collections' (subject to change) coursework project explores a range of materials, from methods of drawing, to painting, mixed media, digital manipulation and printing. Students will investigate artists as they go, and gain the skills and know how to analyse and recreate effectively styles and techniques.



At the end of Year 9 students begin their second project within the Component 1 coursework unit. Unlike project 1, students are given a choice of starting points, encouraging individual interests to flourish. They are guided through techniques and processes but artist selection and development is more independently selected based upon personal opinions and interests.

Year 10 is split. Students have up until Christmas to complete all of component one, the remainder of the year is spent on the externally set exam unit; component 2.

Examination

In January Year 10, their component 2 Exam Unit begins. Students select 1 of the 7 starting points set by the exam board. They have until May to complete the project they have chosen. This is concluded by a ten hour exam in which students produce a final outcome in response to their starting point.

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

Helpful resources

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

Career Opportunities

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

Further Information:

Further information about this course is available from Miss C Metcalfe: c.metcalfe@ndacademy.co.uk

Writing / Analytical

- Art Curriculum Writer
- Art Historian
- Art Critic
- Arts Administrator
- Arts and Cultural Planner
- Website Owner / Blogger
- Graphic Novel Author

Fashion / Textiles

- Fibre Artist
- Accessory Designer (Shoes / Bags / Hats)
- Dressmaker
- Embroiderer
- Fashion Consultant
- Fashion Designer / Sports Apparel Designer
- Fashion Merchandising
- Pattern Maker
- Costume Designer
- Quilt / Rug / Linen Designer
- Fabric / Textile Designer
- T-Shirt Designer

Graphic Design

- Advertising Director
- Logo / Branding Designer
- Advertisement Designer
- Sign Writer
- Magazine Layout Designer
- Book / eBook Designer
- Packaging Designer
- Calendar / Stationery / Wallpaper Designer
- Typographer

Spatial Design

- Architect
- Landscape Architect
- Urban Designer / Town Planner
- Playground / Theme Park / Sports Arena / Golf Course Designer
- Interior Designer / Decorator
- Set / Stage Design

Digital / Multi-Media

- Animator
- Concept Artist
- Digital Illustrator
- Digital 3D Modeller
- Web Designer
- iPhone / Android App Designer
- Television / Film Producer
- Documentary Filmmaker
- Camera Operator
- Film Editor
- Special Effects Designer
- Video Game Design
- YouTube Video Creator

3D Product Design

- Industrial Designer / Bridge Designer
- Toy Designer / Kite Designer / Utensil Designer
- Miniature Model Maker / Mock-up Artist
- Stained Glass Window Designer
- Prop Designer
- Food Product Designer
- Potter / Ceramic Designer
- Wood Turner / Carver
- Mosaic Designer
- Jeweller
- Weaver
- Glass Artist

Photography

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

Fine Art

- Airbrush Artist / Spray Painter
- Architectural Illustrator
- Book Illustrator
- Graphic Illustrator
- Technical / Textbook Illustrator
- Story Board Illustrator
- Cartoonist / Caricaturist
- Commercial Artist
- Fine Artist (Painter)
- Printmaker / Screen Printer
- Courtroom Artist
- Art Conservationist
- Special Effects Makeup
- Mural Artist
- Tattoo Artist

Arranging / Display

- Food Stylist
- Floral Arranger
- Display and Exhibition Planner
- Art / Design / Colour Consultant
- Gallery Owner / Assistant
- Museum Curator
- Personal Stylist
- Picture Framer
- Online Curator

Organisation / People Management

- Art School Director
- Primary / Elementary Teacher
- Middle / High School Art Teacher
- University Lecturer / Professor
- Private Art Instructor
- Art Therapist
- Art Dealer
- Artist Agent
- Art Supplies Retailer

Any Other Career!

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



NORTH DURHAM
ACADEMY

GCSE Geography

Exam Board: AQA

Why study Geography?

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

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

Course outline:

Students will study the following:

Unit 1: Living with the physical environment

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

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

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

Unit 2: Challenges in the human environment

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

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

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

Unit 3: Geographical applications

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

Students completing fieldwork at the River Browney



Assessment:

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

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

Skills Checklist:

Do you have an interest in geography?	
Are you happy working with maps, graphs, tables, photos and texts to get information?	
Do you enjoy practical fieldwork to collect information and research projects?	
Are you able to describe, explain and evaluate things clearly in writing?	

Further Information:

<http://www.aqa.org.uk/subjects/geography/gcse/geography/geography-a-9030>

Further information about this course is available from Mrs Doherty email: v.doherty@ndacademy.co.uk



NORTH DURHAM
ACADEMY

Vocational Health and Social Care

Exam Board: Pearson Edexcel

Why study Health and Social Care?

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

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

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

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

Course outline:

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

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

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



Assessment:



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

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

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

What Careers can this lead to?



Further Information:

Further information about this course is available from Mrs R Pallas-Gill email: b.pallas-gill@ndacademy.co.uk



NORTH DURHAM
ACADEMY

GCSE History

Exam Board: Edexcel

Why study History?

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

Course outline:

During Key Stage 4 students will study the following:

Paper 1

British Thematic Study with Historic Environment:

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



Paper 2

Superpower Relations and the Cold War, 1941-1991

- The origins of the Cold War
- Cold War crises, 1958-1970
- The end of the Cold War, 1970-1991

British depth study: Early Elizabethan England, 1558–88

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

Paper 3

Modern Depth Study: Weimar and Nazi Germany, 1918–39

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



Assessment:

The course is assessed by three examinations at the end of Year 11. Paper 1 is one hour 15 minutes long and worth 52 marks, this is 30% of your final grade. Paper 2 is one hour 45 minutes long and worth 64 marks, this is 40% of your grade. Paper 3 is one hour 20 minutes long and worth 52 marks, this is 30% of your grade.

Skills Checklist

Do you have an interest in History?	
Do you enjoy problem solving in an organised and logical way?	
Are you open minded and prepared to change your views based on evidence?	
Are you good at sorting out your ideas and putting across your views by writing essays?	

Further Information:

Further information about this course is available from Miss Unwin email: j.unwin@ndacademy.co.uk



NORTH DURHAM
ACADEMY

GCSE Media Studies

Exam Board: AQA

What is it all about?



Media Studies allows you to understand the processes and decisions producers and creators make and undergo when generating a new media product. You will explore how media products reflect the social, cultural, historical and political issues of the time and how controversial topics such as sexism, racism, prejudice and stereotypes are woven through media products. Students will also have the opportunity to examine the ways 'reality' is presented and fed to the masses through the media. The course gives students an opportunity to demonstrate and build upon their analysis skills as they 'pick apart' and critique a range of media texts and apply media theory to them. As part of the course, students will be required to make creative media products for an intended audience.

Media studies is an exciting subject which provides many opportunities for students to develop their inner creativity, their teamwork ethic, as well as vital functional skills in reading, writing, speaking and listening.

Course outline:

By the end of KS4, you will have studied media products from all of the following media forms:

- television
- film
- radio
- newspapers
- magazines
- advertising and marketing
- online, social and participatory media
- video games
- music video

Like any other GCSE, a good pass in this subject will allow you to study most courses in Higher Education. However, if you are particularly interested in Film Studies or Media at a higher level than GCSE in the future, this subject is a MUST for you.

If you are looking to find a career that involves a creative process, problem solving, working as a team whilst working to meet deadlines, GCSE Media studies can be extremely useful. You will develop good written and spoken Standard English on this course, a requirement from all employers. GCSE Media can be particularly useful in the following fields of work:

- Public Relations
- Marketing and Design
- Publishing
- Journalism
- Performing Arts



Examination

Students complete two exams at the end of the course in Year 11 and will have created a piece of media that fits the brief set by the exam board.

Media One – 1hr 30min exam (35% of GCSE)

- Section A will focus on Media Language and Media Representation: magazines, advertising and marketing, newspapers, online, social and participatory media and video games.
- Section B will focus on Media Industries and Media Audiences: radio, music video, newspapers, online, social and participatory media and video games, film (industries only).

Media Two – 1hr 30min exam (35% of GCSE)

- Section A will be based on a screening from an extract of one of the television Close Study Products and can test any area of the Media Theory framework.
- Section B will be based on either newspapers or online, social and participatory media and video games
- Questions will be a mix of short and extended responses.

Creating a Media Product – non-examination based (30% of GCSE)

This part of the course will test your ability to create media products ensuring you can match a brief and target market. You will have a choice of one of five briefs set by the exam board.

Further Information:

Further information about this course is available from Mrs C Ferguson: c.ferguson2@ndacademy.co.uk



NORTH DURHAM
ACADEMY

GCSE Photography

Exam Board: AQA

What is it all about?

GCSE Photography is a new course starting September 2020. It follows a similar structure and course content to Fine Art GCSE. The course is split into 2 Components, coursework and exam. In both components, students are required to work in **one or more** area(s) of photography, such as those listed below:

- portraiture
 - location photography
 - experimental imagery
 - installation
 - documentary photography
 - photo-journalism
 - moving image/animation
 - fashion photography.
- They may explore overlapping areas and combinations of areas.



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

Course outline:

During Year 9, students begin their first project in the component one Coursework unit. The year is designed to gain an understanding on how a project develops. It builds confidence and knowledge, and gives students opportunities to find their own creative strengths. Through guided learning, project 1 explores a range of techniques such as lighting, viewpoint, depth of field, media and materials, digital manipulation/Photoshop, storyboarding, planning and constructing shoots and film/sequence animation (optional). Students will investigate Photographers as they go, developing ideas and gaining the skills and know how to analyse and recreate effectively styles and techniques.

At the end of Year 9 students begin their second project within the Component 1 coursework unit. Unlike project 1, students are given a choice of starting points, encouraging individual interests to flourish. They are guided through techniques and processes but Photography selection and development is more independently selected based upon personal opinions and interests.

Year 10 is split. Students have up until Christmas to complete all of component one, the remainder of the year is spent on the externally set exam unit; component 2.

Examination

In January Year 10, their component 2 Exam Unit begins. Students select 1 of the 7 starting points set by the exam board. They have until May to complete the project they have chosen. This is concluded by a ten hour exam in which students produce a final outcome in response to their starting point.

The year is self-guided and independent and students must manage their own time in ensuring all elements of the

criteria are met. Students are encouraged to use the intervention sessions ran afterschool to build upon lesson work, catch up if work is missed and get extra support when needed.

Helpful resources

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

Career Opportunities

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

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

Further Information:

Further information about this course is available from Miss C Metcalfe: c.metcalfe@ndacademy.co.uk



NORTH DURHAM
ACADEMY

GCSE Sociology

Exam Board: AQA

Why study Sociology?

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

Course outline:

During the course students will study the following:

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology
- The sociology of crime and deviance
- The sociology of social stratification

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

Assessment:

The course is assessed by two examinations at the end of Year 11. Paper 1 and paper 2 are 1 hour 45 minute written exams and each makes up 50% of the total grade.

Skills Checklist

Do you have an interest in topics surrounding society, families and education?	
Do you enjoy learning about theories and applying them to your writing in an organised and logical way?	

Are you open minded and prepared to change your views based on evidence?	
Are you good at sorting out your ideas and putting across your views by writing essays?	

Further Information:

Further information about this course is available from Mrs Dawson email: s.dawson@ncdat.org.uk

GCSE Spanish

Exam Board: AQA

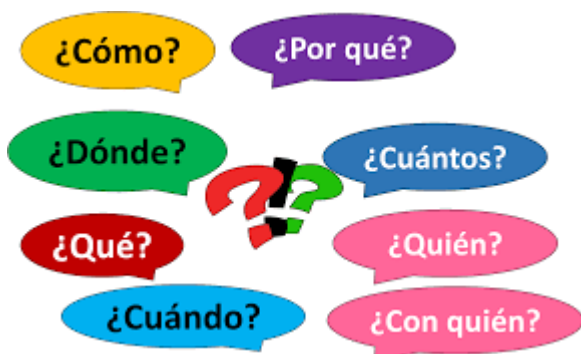
Why study Spanish:

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

Course outline:

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

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



Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

Topic 2: Technology in everyday life

- Social media
- Mobile technology

Topic 3: Free-time activities

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

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

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



Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

Topic 3: Global issues

- The environment
- Poverty/homelessness

Topic 4: Travel and tourism

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



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

Assessment:

The course is assessed by final examination at the end of Year 11. Individual students will either be entered for the higher or foundation tier. This decision is made during the Spring term of year 11

Unit 1: Listening – 25% ; Unit 2: Speaking – 25% ; Unit 3: Reading – 25% ; Unit 4: Writing – 25%

Skills Checklist:

Do you have an interest in other countries and cultures?	
Are you able to understand spoken Spanish?	
Are you able to give written and verbal opinions about your interests in Spanish?	
Are you able to identify key vocabulary and grammar in Spanish?	

Further Information:

Further information about this course is available from Mrs. Robinson email: d.robinson@ndacademy.co.uk



NORTH DURHAM
ACADEMY

Level 1 Diploma in Light Vehicle Maintenance & Repair Principles

Exam Board: City and Guilds

This will not count towards the 8 subjects expected to be studied by the Government.

Why study Light Vehicle Maintenance & Repair Principles?

Want to launch your career as a motor vehicle technician? Dream of owning your own garage? The longest journeys start with the smallest steps, start your journey here. If you want a career in the motor industry you need training, start choosing our Level 1 diploma in Maintenance and Repair which will help you on your journey to develop the skills and the knowledge required to become a professional in the automotive industry.

Whether you want to maintain and repair a diverse range of vehicle categories, run your own business or work on hybrid vehicles safely, this course will give you an insight in to what is required.

You don't need a current work placement to start this qualification.

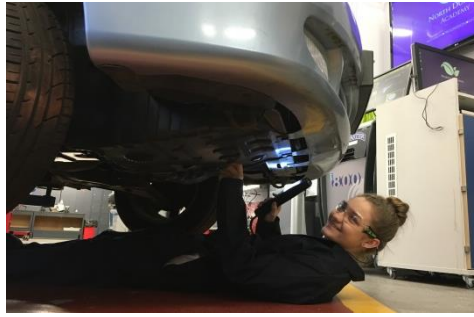
Course outline:

Year 1

3902-001	Knowledge and skills in Health and safety and good housekeeping in the automotive environment
3902-004	Knowledge and skills in materials, fabrication, tools and measuring devices used in the automotive environment
3902-51	Knowledge and skills of health, safety and good housekeeping in the automotive environment
3902-54	Knowledge and skills of materials, fabrication, tools and measuring devices used in the automotive environment

Year 2

3902-102	Knowledge and skills in removing and replacing light vehicle engine units and components
3902-001	Knowledge of skills of routine light vehicle maintenance
3902-102	Knowledge and skills of light vehicle engine mechanical, lubrication and cooling system units and components
3902-104	Knowledge and skills in removing and replacing light vehicle chassis units and components
3902-006/008	Knowledge and skills of removing and replacing light vehicle chassis units and components
3902-109	Wheels and tyre systems



Assessment:

Assessment is ongoing throughout the course, practical assessment for all units.

Extra-Curricular options:

- Professional talks from leading automotive manufactures
- Tours of leading Automotive manufactures
- Performance vehicle set-up for leading British touring car teams

Further Information:

Further information about this course is available from:

- Mr D. Clark, mailto: d.clark@ndacademy.co.uk
- Mr M. Turnbull: m.turnbull@ndacademy.co.uk





NORTH DURHAM
ACADEMY

Vocational Business

Exam Board: Pearson Edexcel

Why study Vocational Business?

Vocational Business is for learners who wish to acquire skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, setting up, running and reviewing an enterprise. The qualification enables learners to develop their technical skills such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring their own performance, time management and problem solving) through a practical and skills based approach to learning and assessment.

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

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

Course outline:

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

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

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

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



Assessment:

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

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

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

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

Skills Checklist:

ESSENTIAL - Good Numeracy Skills/Good at Mathematics	
DESIRABLE - Good IT skills	
DESIRABLE - Interest in Enterprise/Entrepreneurialism	
ESSENTIAL - Good Written Skills	

Further Information:

www.edexcel.com

Further information about this course is available from: Mrs R Pallas-Gill email: b.pallas-gill@ndacademy.co.uk or Mrs R Graham email: r.graham@ndacademy.co.uk



NORTH DURHAM
ACADEMY

Vocational Sport & PE

Why study Sport & Physical Education?

Exam Board: Pearson

The course will appeal to you if you:-

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

Course outline:

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

Component 1 – Understanding the Body & Supporting Technology for Sport & Activity

- A Investigate the impact of sport and activity on the body systems
- B Explore common injuries in sport and activity and methods of rehabilitation
- C Understand the use of technology for sport and activity.

Component 2 – The Principles of Training, Nutrition & Psychology for Sport & Activity

- AO1 Demonstrate knowledge of the principles of training to improve fitness, nutrition and psychological influences
- AO2 Demonstrate understanding of training to improve fitness, nutrition and psychological influences when applying to sport and activity
- AO3 Analyse and evaluate data and information in relation to fitness, nutrition and psychological influences when applying to sport and activity



Component 3 – Applying the Principles of Sport & Activity

- A Understand the fundamentals of sport and activity leadership
- B Planning sessions for target groups
- C Delivering and reviewing sessions for target groups.

Assessment:

Assessment will be through a combination of

- Examined Content

A formal examination that is externally assessed

- Coursework

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

- Practical Observation

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

Note on Assessment-

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What careers can this lead to?

Teacher, coach, sports development, sport psychologist, physiotherapy, personal trainer

Further Information:

Further information about this course is available from Mr Thomas email: r.thomas@ndacademy.co.uk



NORTH DURHAM
ACADEMY

Vocational Dance

Why study Dance?

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

Course outline:

Component 1: Exploring the Performing Arts (Dance)

During Component 1 learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance.

You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material.

Component 3: Performing to a Brief

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



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Further information:

Further information about this course is available from Mrs Wheeldon email: j.wheeldon@ndacademy.co.uk



NORTH DURHAM
ACADEMY

Vocational Music

Why study Music?

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

Course outline:

Unit 1 The Music Industry

This unit will allow you to gain a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist. You will investigate music organisations to find out about the work they do and how they relate to and rely on one another. You will also be given the opportunity to find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles.

Unit 2 Managing a Music Product

This unit will enable you to manage the planning, delivery and promotion of a live concert, CD, or other music product. The success of your music product will rely heavily on the planning and development process. It is important that different types of audience are understood and successful promotion is able to effectively engage these audiences. Your research should introduce you to elements of industry practice. You will work in a defined role to apply the specialist skills, knowledge and understanding required for the aspect of the work for which you are responsible.

Unit 3 Introducing Live Sound

In this unit, you will learn how to work as a live sound engineer which could be a rewarding and challenging future career path for you. You will learn how to manage the technical requirements for an entire concert such as a festival, concert, show, gig or school event.

Unit 5 Introducing Live Sound

In this unit you will prepare for a live performance in front of an audience as either a soloist or as part of an ensemble.



Assessment:

75% of the coursework is practical coursework.

The remaining 25% is assessed by a practical exam at the end of year 11.

Skills Checklist

Do you already play an instrument or sing to a good standard?	
Are you prepared to compose your own music?	
Are you prepared to perform on your chosen instrument both as a soloist and as part of a group?	
Can you listen to music with an open mind?	

Career Progression:

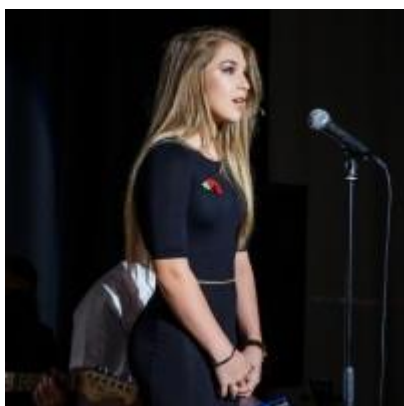
Music is a good preparation for further musical study and a solid foundation for the A Level in Music Technology as well as BTEC National Diplomas (in Music, Popular Music and Music Technology) and other qualifications in Performing Arts. You may wish to take a BTEC in Music for its own sake, perhaps to form the basis of a future interest. Alternatively, you may wish to go into a job where it is useful to have had experience of music or where you will need to use some of the skills developed during this course. These might include careers in the music industry, producing, sound engineering, publishing, entertainment, journalism, media, advertising, teaching, community music or any job which involves communication and expressive skills.

Further Information:

Further information about this course is available from Mrs Dreyer: l.dreyer@ncdatorg.uk

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NORTH DURHAM
ACADEMY

Vocational Travel and Tourism

Exam Board: Pearson

Why study Travel and Tourism?

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

Course outline:

During Key Stage 4 students will study the following:

Unit 1: Travel and Tourism Organisations and Destinations

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

Unit 2: Influences on Global Travel and Tourism

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

Unit 3: Customer Needs in Travel and Tourism

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



Assessment:

60% of the course is assessed through coursework

40% of the course is exam assessed

Skills Checklist

Are you interested in travelling or booking people's holidays?	
Do you know where places are and why you would want to visit?	
Is tourism always a good thing for people who live in the area?	

Further Information:

Further information about this course is available from Mrs O'Keeffe email: c.o'keeffe@ndacademy.co.uk