



**YEAR 9**

**PATHWAYS BOOKLET**



**NORTH DURHAM  
ACADEMY**

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## Making Your Choices

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Dear Student

In Year 9, there are important decisions to be made by you and your parents before you start Year 10 in September 2022. You have already experienced life at North Durham Academy and you know a great deal about what to expect. However, you will now need to choose the subject that you want to study for the next two years. This booklet will give you more information on the subjects and is designed to help you to choose the courses to best support your future career.

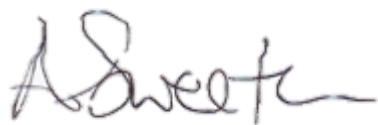
Please read the booklet very carefully. The next two school years are a very important part of your education. This booklet is designed to help you make the right choices for you and to achieve the best possible results in all of your subjects by the end of Year 11.

There are many people you can ask to help you with this, including your parents, teachers and staff at the Academy. By making the right decisions now, it will ensure that you enjoy your time with us and achieve the best results you can. Your success in Year 11 will pave the way for the next steps in your education at the age of 16.

**Key Dates for you to note:**

Options Evening - Thursday 3 February 2022

Deadline for option choices - Friday 18 February 2022

A handwritten signature in black ink, appearing to read 'Mrs Sweeten', written in a cursive style.

Mrs Sweeten  
Principal

## The Curriculum

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We want our students to engage with a curriculum that best meets their needs, future aspirations and ability. We want to provide a curriculum that they can engage with, but also enables them to achieve giving them the best possible opportunity for the future.

Students are expected to study 8/9 subjects during Key Stage 4. To best serve your child and ensure the curriculum meets their needs, we have placed our students into pathways:

- Core Curriculum that all students follow and then options within
- Pathway A – Triple Science
- Pathway B
- Pathway C

Each child will be informed which pathway they are on.

### Core Curriculum

Mathematics  
English Language  
English Literature  
Core Science  
Life – Non-examined  
Physical Education – Non-examined

### Pathway A – Triple Science

This Pathway is designed for students looking to take the separate sciences, Biology, Chemistry and Physics. They will receive 6 lessons of science (2 for each subject) and continue to select 3 options.

**Option 1** will require students to opt for History or Geography in which they will do this in 2 hours per week.

**Option 2 and Option 3** will have a wide range of GCSE and BTEC subjects from which students can select and this will have 3/2 hours per week in Year 10 and Year 11.

Students will take a total of 9 subjects with exams.

Subject	Curriculum Time
English	5 hrs per week
Maths	5 hrs per week
Triple Science	6 hrs per week
Option 1	2 hrs per week
Option 2	3/2 hrs per week
Option 3	3/2 hrs per week
PE	1 hr per week
Life	1 hr per week

## Pathway B

Pathway B is designed for the more able students that want to do combined Science which equates to 2 science qualifications. Students will select an additional 3 option subjects.

**Option 1** will require students to opt for History or Geography in which they will do this in 3/2 hours per week.

**Option 2 and Option 3** will have a wide range of GCSE and BTEC subjects from which students can select and this will have 3/2 hours per week.

In Year 11 students will receive an additional lesson to support the core curriculum.

Students will take a total of 8 subjects with exams.

Subject	Curriculum Time
English	5 hrs per week
Maths	5 hrs per week
Science	5 hrs per week
Option 1	3/2 hrs per week
Option 2	3/2 hrs per week
Option 3	3/2 hrs per week
PE	1 hr per week
Life	1 hr per week

## Pathway C

Pathway C is designed for the majority of students that will progress from Key Stage 3 to Key Stage 4. Students will be required to do combined Science which will equate to 2 science qualifications.

Students will select an additional 3 option subjects.

**Option 1 and Option 3** will have a wide range of GCSE and BTEC subjects from which students can select and this will have 3 hours per week.

**Option 2** will require students to opt for History, Geography or a Language in which they will do this in 3 hours per week.

Students will take a total of 8 subjects with exams.

Subject	Curriculum Time
English	5 hrs per week
Maths	5 hrs per week
Science	5 hrs per week
Option 1	3/2 hrs per week
Option 2	3/2 hrs per week
Option 3	3/2 hrs per week
PE	1 hr per week
Life	1 hr per week

Please note – Examination boards can make changes to the course content and are subject to change. The information provided is accurate when printed January 2022.

# Curriculum Subjects

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# GCSE English Literature & Language

**Exam Board: AQA**

## What is it all about?

English in Key Stage 4 comprises of a mixture English Literature and English Language. The course gives students an opportunity to demonstrate and build upon the knowledge gained in Key Stage 3. 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. All students study for separate English Language and English Literature.

English is an exciting subject which provides many opportunities for students to develop functional skills in reading, writing, speaking and listening.

## Course outline:

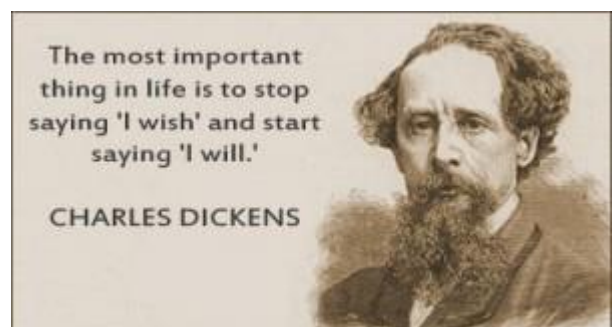
By the end of Key Stage 4, you will have studied:

- *A Christmas Carol* by Charles Dickens
- A collection of Poetry: 'Power and Conflict' cluster
- A range of 20<sup>th</sup> & 21<sup>st</sup> Century Non-fiction texts
- A range of fiction texts exploring the writer's craft
- Shakespeare's *Macbeth*
- *An Inspector Calls* by J.B Priestley
- Transactional and Viewpoint Writing
- 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
- Childcare
- Social Work
- Journalism
- Civil Service
- Sports Coaching
- Education
- Law





## Examination:

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

### English Language – Paper 1: Explorations in Creative Reading and Writing (50% of GCSE)

- **Section A** – Reading: questions on an unseen modern fiction extract.
- **Section B** – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.

### English Language – Paper 2: Writer’s Viewpoints and Perspectives in Non-Fiction (50% of GCSE)

- **Section A** – Reading: questions on two thematically linked, unseen non-fiction extracts
- **Section B** – Writing to Convey a Viewpoint. The task is linked by a theme to the reading extracts.

### English Literature – Paper 1: Shakespeare & the 19<sup>th</sup> Century novel (40% of GCSE)

- **Section A** – Shakespeare: EXTRACT given with ONE question exploring how Shakespeare has presented a character, theme or idea in the extract and elsewhere in the play.
- **Section B** – 19<sup>th</sup> Century novel: EXTRACT given with ONE question exploring how Dickens has presented a character, theme or idea in the extract and elsewhere in the novel.

### English Literature – Paper 2: Modern Drama and Poetry (60% of GCSE)

- **Section A** – students will answer one essay question from a choice of two on their studied modern drama text, *An Inspector Calls*.
- **Section B** – Part 1: ONE question comparing a named poem from the AQA Anthology *Power and Conflict Cluster* to another poem from that collection. The named poem will be shown in the question paper. Part 2: TWO questions on Unseen Poetry. First question analysing an unseen contemporary poem. Second Question comparing two unseen contemporary poems.

**Spoken Language Endorsement:** students must undertake a prepared spoken presentation on a specific topic.

## Helpful resources:

- English Grammar for Dummies - Ward and Woods
- [www.yorknotes.com](http://www.yorknotes.com)
- [www.sparknotes.co.uk](http://www.sparknotes.co.uk)
- [www.bbcbiteize.co.uk](http://www.bbcbiteize.co.uk)

## Further Information:

Further information about this course is available from Mrs C Ferguson:

[c.ferguson2@ndacademy.co.uk](mailto: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:

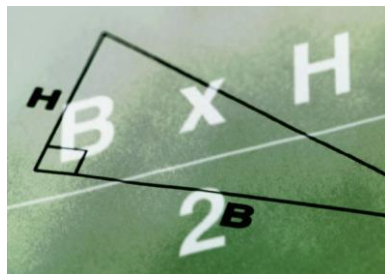
The programme of study for Key Stage 4 is organised into apparently distinct domains, but students should develop and consolidate connections across these mathematical ideas. They should build on learning from Key Stage 3 to further develop fluency, mathematical reasoning and competence in solving increasingly 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 from Key Stage 3 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  $\pi$ , use of standard form and application and interpretation of limits of accuracy.
- Extend fluency with expressions and equations from Key Stage 3, 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:-

[www.geogebra.org](http://www.geogebra.org)  
[vle.mathswatch.co.uk](http://vle.mathswatch.co.uk)  
[corbettmaths.com](http://corbettmaths.com)

## **Further Information:**

Further information about this course is available from Mrs Mahoney email:  
[r.mahoney@ndacademy.co.uk](mailto:r.mahoney@ndacademy.co.uk)

# GCSE Combined Science

Exam Board: AQA

## Why study?

Students will study Science for four 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 one 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 two GCSE grades in Science.

## **Progression:**

Students can study Sciences at A level providing that they 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 and Immunology.

## **Further Information:**

Further information about this course is available from Mr Dalton email:

[D.Dalton@ndacademy.co.uk](mailto:D.Dalton@ndacademy.co.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 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

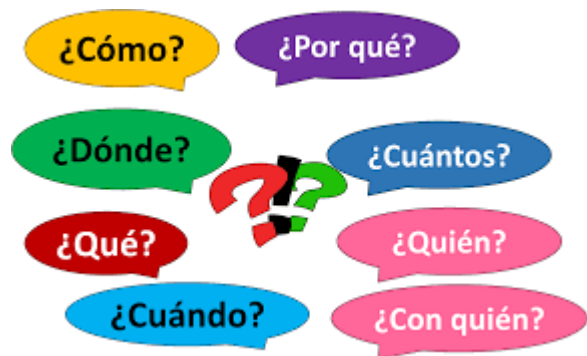
Topic 3: Free-time activities

- 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.

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 and reply to spoken Spanish?	
Are you able to talk in Spanish showing knowledge and ability to use the correct grammar?	
Are you able to understand and reply to written Spanish?	

**Further Information:**

Further information about this course is available from Mr Diaz email: [J.Diaz@ndacademy.co.uk](mailto:J.Diaz@ndacademy.co.uk)

# 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.

## GCSE History course outline:

### Paper 1

British Thematic Study with Historic Environment: Paper has a source and knowledge focus. Students are expected to be able to analyse sources for utility, as well as have excellent knowledge recall to write to describe, analyse and evaluate the importance of developments in medicine.

- 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

Period study: Superpower relations and the Cold War, 1941–91. Paper is completely knowledge based and has a focus on assessing the consequences of events, writing a narrative and sequencing/ linking events, as well as evaluating the significance of events for the future of the Cold War.

- The Origins of the Cold War, 1941-58.
- Cold War Crises: 1958-7.
- The End of the Cold War, 1970-91.



British depth study: Early Elizabethan England, 1558–88. Paper is completely knowledge based and has a focus on knowledge recall, analysis and writing to evaluate.

- 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. Paper has a focus on knowledge recall, analysis and the evaluation of both source material and Historical interpretations.

- 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 1 hour 15 minutes long and worth 52 marks, this is 30% of your final grade.
- Paper 2 is 1 hour 45 minutes long and worth 64 marks, this is 40% of your grade.
- Paper 3 is 1 hour 20 minutes long and worth 52 marks, this is 30% of your grade.

For more information, email Mrs Wilson, Head of History: [r.wilson@ndacademy.co.uk](mailto:r.wilson@ndacademy.co.uk)

# 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:

<https://www.aqa.org.uk/subjects/geography>

Further information about this course is available from Mrs Dawson or via email at [s.dawson@ncdat.org.uk](mailto:s.dawson@ncdat.org.uk)

# 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

## Checklist of skills: (You will need to consider these when choosing this as an option subject?)

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 <b>without support</b> ?	
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](mailto:J.patterson@ndacademy.co.uk) or Mrs K Hodge [K.Hodge@ndacademy.co.uk](mailto:K.Hodge@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 are assessed and used to determine the final grade for students.

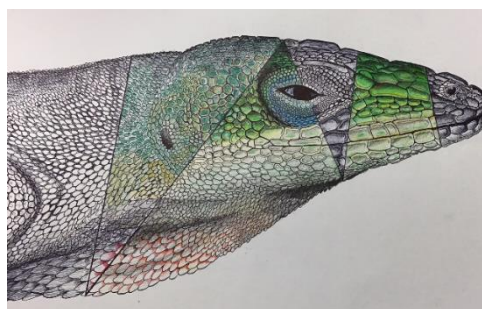
Drawing and painting along with the ability and a willingness to explore is vital to a student's success when taking GCSE Fine Art. Written communication is also a requirement of the course, throughout the 2 years, and therefore needs to be taken in to account when considering this option.

GCSE Art 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:

### Year 10

The coursework component begins during Year 10 and is designed to build confidence and knowledge, and give students the opportunity to find their own creative strengths. Through guided learning, the 2 projects in Year 10 explore a range of materials, techniques and processes from methods of drawing, to painting, mixed media and printing. Project 1 sees the students investigate Japanese artists as they develop work, and gain confidence and skills being able to analyse and recreate Oriental Art.



The second project within the Component allows the students to continue to develop their skill base and encourages individual styles to flourish. They are guided through techniques and processes based in the theme of 'Natural Form' independently developing their skills while broadening their portfolio work.

### Year 11

During Year 11, students explore the theme of identity and portraiture, continuing to refine their drawing and painting techniques exploring the work of 19<sup>th</sup> and 20<sup>th</sup> Century artists in the process. This project broadens student's skill based and helps to create a rich and varied body of work for their component 1 Portfolio assessment.

## Examination:

In February Year 11, 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 Mr S Pearson:  
[S.Pearson@ndacademy.co.uk](mailto:S.Pearson@ndacademy.co.uk)

The infographic is a collection of colorful speech bubbles on a dark grey background, each containing a list of career paths. At the bottom, there is a close-up photo of a young boy with red-rimmed glasses looking upwards. The bubbles are arranged in a circular pattern around the center.

- 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!

# GCSE Design and Technology

**Exam Board: AQA**

## Why study this course?

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?

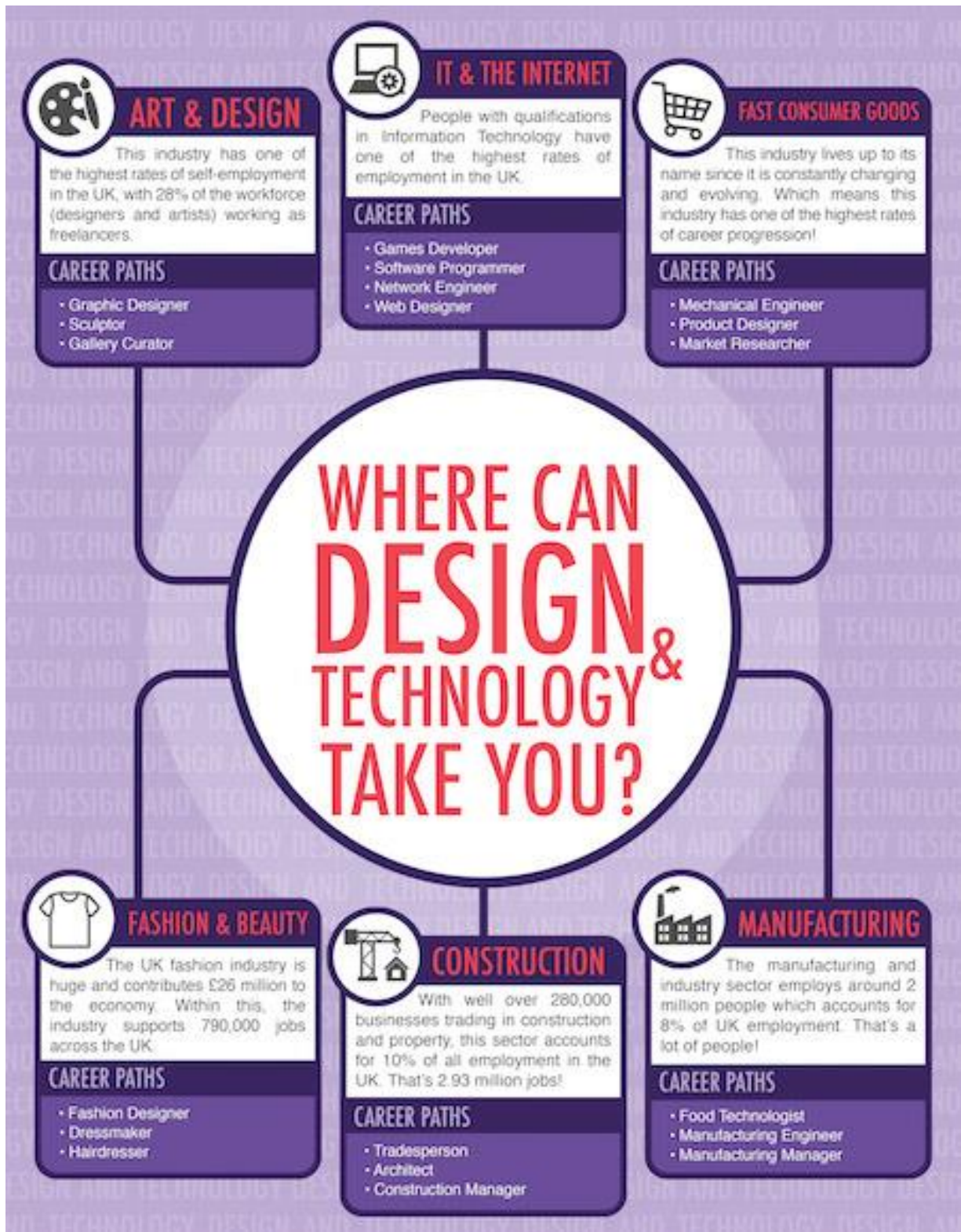
In order to make effective design choices students will need a breadth of technical knowledge and understanding that consists of;

- 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](mailto: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
10	Exam Theory Knowledge & Understanding / 12 GCSE Practical skills	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. 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.
11	NEA1	September – November: Food Science Investigation – students will produce a portfolio report linked to a chosen question set by the exam board. This includes 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 practical's 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 sides. 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.



**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,

**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.



## Further Information:

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

# GCSE Photography

**Exam Board: AQA**

## What is it all about?

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 10, 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.

During the Spring term the Year 10 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 11 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 February Year 11, 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 Mr S Pearson: [S.Pearson@ndacademy.co.uk](mailto:S.Pearson@ndacademy.co.uk)

# 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 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 various student showcases throughout the year. The ability to read music or play an instrument at the start of the course is beneficial but not necessary as you will learn these skills as the course progresses.

## Course outline: Level ½ Vocational Award in Performing Arts (Technical Award) Teaching from 2022

### Unit 1 – Performing

In this unit, learners will gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional/published work. Learners' work will be based around an assignment brief which will include a scenario and several tasks set by the exam board. There will be both practical and written elements to this unit. The topics covered in this unit are:

- 1.1 Research and rehearsal
- 1.2 Performance
- 1.3 Review and reflect

### Unit 2 – Creating

In this unit, learners will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts. This unit will focus on developing skills and knowledge around musical composition. Learners' work will be based around an assignment brief which will include a scenario and several tasks set by the exam board. There will be both practical and written elements to this unit. The topics covered in this unit are:

- 2.1 Explore and develop
- 2.2 Applying knowledge and skills to create original work
- 2.3 Review, reflect and refine

### Unit 3 – Performing Arts in Practice

This unit introduces learners to areas of the performing arts that need to be considered when responding to an industry commission. Learners will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional work from unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from unit 2. Learners' work will be based around an assignment brief which will include a scenario and several tasks set by the exam board. There will be both practical and written elements to this unit. The topics covered in this unit are:

- 3.1 Planning performance work
- 3.2 Promoting and pitching
- 3.3 Evaluation and reflecting

## Assessment:

**Unit 1 – Performing (Internal Assessment) – Marked out of 60 – 30% of overall qualification.**

Assessment for this unit is both practical and coursework based. Learners are required to perform existing work which could be:

1. One piece or a portfolio of pieces
2. Performed individually or in groups of up to 10

Individuals need to perform for between 3 and 6 minutes. Within a pair/group performance this individual timing remains. However, individuals can perform at the same time (e.g. a duet with both individuals singing at the same time could be 3 minutes long). Learners must submit a record/portfolio of work and recordings that outline progress at three stages:

1. Beginning of the process
2. During the process
3. The final performance

### **Unit 2 – Creating (Internal Assessment) – Marked out of 60 – 30% of overall qualification.**

Learners will be required to perform/present original work. This could be:

1. One piece or a portfolio of pieces
2. Performed individually or in groups of up to 10

Candidates will submit a record/portfolio of work and recordings that outline progress at three stages:

1. Beginning of the process
2. Development of product/performance
3. Performance/presentation

### **Unit 3 – Performing Arts in Practice (External Assessment) – Marked out of 80 – 40% of overall qualification**

Individuals will undertake a series of set tasks that are to be applied to a prescribed context set by the exam board. Individuals can utilise others as part of their practical examples.

## **Skills Checklist:**

<b>Ask yourself the questions below. If you answer 'yes' to most or all of these questions, music may just be the course for you!</b>	<b>Y/N</b>
Do you already play an instrument or sing to a good standard?	
Are you prepared to perform on your chosen instrument both as a soloist and as part of a group?	
Are you prepared to perform and/or present in front of a live audience/commissioning panel?	
Are you prepared to compose your own music and have this performed by others?	
Are you prepared to be reflective and give and receive constructive criticism?	
Are you prepared to work independently and with others as part of a group?	

## **Career Progression:**

Studying a level 2 music qualification prepares you for further musical study beyond secondary education and provides a solid foundation for studying music at A Level, Level 3 BTECs and even other qualifications in Performing Arts. 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 such as producing, sound engineering, publishing, entertainment, journalism, media, advertising, events management, teaching, community music or any job which involves communication and expressive skills.

## **Further Information:**

Further information about this course is available from Miss. Robson at [b.robson@ndacademy.co.uk](mailto:b.robson@ndacademy.co.uk) or please visit <https://www.eduqas.co.uk/> and search for the Level 1/2 Vocational Award in Performing Arts (Technical Award) teaching from 2022.

# 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.
- 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.
- Attitudes that are considered most important in digital information technology, including personal management and communication.
- 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.

## 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 <sup>st</sup> 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.

## A checklist of skills: *(You will need to consider these when choosing this as an option subject?)*

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 businesses. This could also incorporate designing the house style and logo the company uses.

Web Developers – someone who plans and creates a website using a programming language or a front-end style software.

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.

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](mailto:J.patterson@ndacademy.co.uk) or Mrs Hodge: [K.hodge@ndacademy.co.uk](mailto:K.hodge@ndacademy.co.uk)

# Vocational Health and Social Care

## 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](mailto:b.pallas-gill@ndacademy.co.uk)

# Vocational Enterprise

## 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:

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

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.

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:

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

# Vocational Child Development & Care in Early Years

## Why study 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.

This qualification aims to:

- focus on the study of the child development and care in the early years.
- offer breadth and depth of study, incorporating a key core of knowledge.
- provide opportunities to acquire a number of practical and technical skills.

The objectives of this qualification are to:

- provide an understanding of holistic child development.
- identify factors that influence child development.
- understand legislation in the early years.
- promote care routines and activities to support the child.
- provide an understanding of the expectations of an early year's practitioner and their roles and responsibilities in a childcare setting.
- provide an understanding of the importance of observations in early years childcare.
- understand the purpose of planning in early years childcare.

## Course outline:

This qualification consists of one unit with multiple content areas:

Content area number	Content area title
Content Area 1	Child development
Content Area 2	Factors that influence the child's development
Content Area 3	Care routines, play and activities to support the child
Content Area 4	Early years provision
Content Area 5	Legislation, policies and procedures in the early years
Content Area 6	Expectations of the early years practitioner
Content Area 7	Roles and responsibilities within early years settings
Content Area 8	The importance of observations in early years childcare
Content Area 9	Planning in early years childcare



## Assessment:

The qualification has 2 assessments externally-set by NCFE: one non-exam assessment and one written examined assessment.

<b>Non-Examined Assessment</b>	
<b>Assessment Method</b>	<b>Description</b>
Non-exam assessment	50% of the technical award
Externally-set	92 marks
Internally marked and externally moderated	The completion time for the non-exam assessment is 14 hours.
Non-exam assessment availability	A different non-exam assessment brief will be released every December.

<b>Examined Assessment</b>	
<b>Assessment Method</b>	<b>Description</b>
Examined assessment	50% of technical award
Externally-set	Written examination:
Written examination	<ul style="list-style-type: none"><li>• 80 marks</li><li>• 1 hour 30 minutes</li><li>• a mixture of multiple-choice, short-answer, and extended response questions</li></ul>
Externally marked	
Examined assessment availability	The examination date is expected to take place in May/June every year

## What can this lead to?

Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:

- Level 3 Applied Generals in:
  - Early Years, Childcare and Education
  - Health and Social Care

## Further Information:

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

# Vocational Travel & Tourism

## Why study Travel & 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:

### Component 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.

### Component 2: 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.

### Component 3: 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.



## Assessment:

60% of the course is assessed through coursework

40% of the course is exam assessed

**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.

### 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 R Pallas-Gill  
email: [b.pallas-gill@ndacademy.co.uk](mailto:b.pallas-gill@ndacademy.co.uk)

# Vocational Engineering

## Why study this course?

This qualification is designed for learners who want an introduction to engineering that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the engineering sector or progress onto further study.

## What will I study?

Throughout this qualification, your learners will gain valuable knowledge of:

- engineering disciplines
- the science and mathematics that is applied in engineering.
- how to read engineering drawings.
- properties and characteristics of engineering materials and know why specific materials are selected for engineering applications.
- engineering tools, equipment and machines.
- production planning techniques.
- processing skills and techniques applied to materials for a manufacturing task equipment.

## Assessment:

% of Final Grade	Type of Assessment	Title of unit and additional information
60%	Internally assessed synoptic project	Unit 02 The synoptic project will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area.
40%	Externally set and marked written examination	Unit 01, 1 hour 30min paper including multiple choice, short answer and extended response questions.



### WHY ENGINEERING

- Build & improve things to solve problems
- Intellectually challenging
- Wide career opportunities
- Gain practical & transferable skills

## What skills will I develop?

Learners will develop skills and knowledge:

- in adapting their own ideas and responding to feedback.
- in evaluating their own work
- analysing data and making decisions.
- that are essential for the engineering sector, such as understanding how to read drawings; responding to data; independent working; working to deadlines; efficient use of resources.
- practical application of tools and machinery, whilst adhering to health and safety legislation and guidance.
- an appreciation of materials technology and applications.

## What careers can this lead to?

**The Many Types of Engineering**

Let's shed light on the vast array of careers that exist in the industry

- Mechanical Engineer**  
A mechanical engineer works with a wide array of machines and dabbles in the laws of thermodynamics, stress analysis and technical drawing.
- Mechatronics Engineer**  
Mechatronics engineers work with all kinds of smart machines, from car assembly robots to human and medicine interaction.
- Electrical Engineering**  
Electrical engineers focus on the use of electricity and the large-scale supply of electrical power.
- Machinist**  
Also called an operative, a machinist is someone who handles the operation of a machine, meaning they can maintain, assemble and disassemble.
- Engineering Fitter**  
Fitters work in a whole range of industries fixing all kinds of machines, including high-speed trains.
- Fabrication & Welding**  
Fabrication and welding involves the process of forging two materials together to form machines using raw materials.

## Further Information:

Further information about this course is available from Mr Turnbull: [m.turnbull@ndacademy.co.uk](mailto:m.turnbull@ndacademy.co.uk)

# 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 2: Developing Skills and Techniques in Dance

During Component 2 learners will develop their performing arts skills and techniques through the reproduction of dance repertoire. In this component, you will develop performance skills and techniques. You will have the opportunity to specialise in dance. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing dance repertoire, applying relevant skills and techniques to reproduce the work.

### 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.



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.



### Further information:

Further information about this course is available from Mrs Wheeldon email:

[j.wheeldon@ndacademy.co.uk](mailto:j.wheeldon@ndacademy.co.uk)

# Vocational 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 and reflection through a focus on written work. Students will learn how to work as an actor in a twenty-first century theatre through studying theatre texts, performing plays and devising material for performance.

## Course outline: BTEC Tech Award Level ½ in Performing Arts

### Component 1: Exploring the Performing Arts

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 2: Developing Skills and Techniques in the Performing Arts

During Component 2 learners will develop their performing arts skills and techniques through the reproduction of a piece of professional repertoire. In this component, you will develop performance skills and techniques and review your own progress and consider how to make improvements.

You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing professional repertoire, applying relevant skills and techniques to reproduce the work.

### 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 be given a brief that outlines the performance requirements and asks you to consider your target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

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.

## Further information:

Further information about this course is available from Miss. Robson at [b.robson@ndacademy.co.uk](mailto:b.robson@ndacademy.co.uk) or please visit [Pearson qualifications | Edexcel, BTEC, LCCI and EDI | Pearson qualifications](#) for more information.

# Vocational Sport & PE

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.

## Why study Sport & Physical Education?

- 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: Preparing Participants to Take Part in Sport and Physical Activity**

- A. Explore types and provision of sport and physical activity for different types of participant.
- B. Examine equipment and technology required for participants to use when taking part in sport and physical activity.
- C. Be able to prepare participants to take part in sport and physical activity

### **Component 2: Taking Part and Improving Other Participants Sporting Performance**

- A. Understand how different components of fitness are used in different physical activities.
- B. Be able to participate in sport and understand the roles and responsibilities of officials.
- C. Demonstrate ways to improve participants sporting techniques.

### **Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity**

AO1 Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO2 Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO3 Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO4 Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise



## 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 students at Key Stage 3.

### **Note on 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.

## 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](mailto:r.thomas@ndacademy.co.uk)

# Level I Diploma in Light Vehicle Maintenance & Repair Principles

**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 I 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.

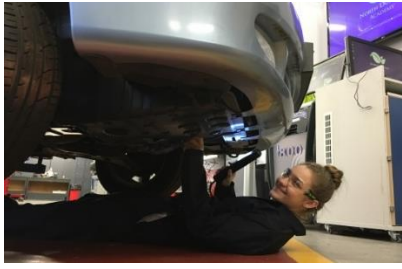
## Course outline:

### 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: [d.clark@ndacademy.co.uk](mailto:d.clark@ndacademy.co.uk)
- Mr M. Turnbull: [m.turnbull@ndacademy.co.uk](mailto:m.turnbull@ndacademy.co.uk)

# Level 2 Technical Award in Vehicle Technology

## Why study Vehicle Technology?

This Level 2 Technical Award in Vehicle Technology allows you to explore the whole automotive industry giving you an introduction not just to the automotive manufacturing sector but the retail motor industry as well. With a practical hands on approach and the application of other GCSEs subjects such as Maths, Physics, Science or Art you will learn how vehicles are designed and how their systems and components work, whether they are cars, vans, motorcycles, trucks or all-terrain vehicles (ATVs).

## Course outline:

You will explore what are the main factors to consider when designing and manufacturing a vehicle and how to choose the right materials as well as their properties. The main principles of Maths, Science and Physics will be applied to understand how the main systems and components of different vehicles operate. There is also a practical section during which you will learn how to use the basic measurement and fabrication tools available in any type of engineering/manufacturing workshop. This qualification covers two main areas:

- Underpinning Principles in Vehicle Technology.
- Vehicle Technology Systems.

## What knowledge and skills will you develop?

- Vehicle design factors, which will be useful if you decide to continue learning into an engineering and manufacturing discipline in automotive or aerospace.
- What materials are used in vehicle manufacturing, providing an understanding of how their properties have an impact on the manufacturing of any type of components and the scientific principles behind them.
- Different power units, chassis, transmissions and drive train layouts aimed at giving you the technology and engineering basics of different vehicle systems Level 2 Technical Award in Vehicle Technology (4292-20) 6 Area Description.
- Operating principles of electric motors, four stroke cycle, rotary phases and two stroke cycle to encourage you to ask yourself what makes vehicles and systems work and the importance of scientific and technological principles.
- How to use measurement and workshop tools for fabrication and repair, providing you the key hand skills required to work in any engineering workshop.
- Understanding of mathematical and scientific principles of vehicle power, braking, suspension and steering systems, which will enable you to progress into further maths and science learning.
- Vehicle electrical principles and components and the physics behind their operation which are transferable to other engineering areas.

## Assessment:

% of Final Grade	Type of Assessment	Title of unit and additional information
15%	Identification of key tools and equipment, recall of key principles and formulas, risk assessment process, visual inspection techniques, service procedures, fabrication processes, use of test equipment and hand tools.	AO1 Recalls knowledge from across the breadth of the qualification
20%	Vehicle electrical principles, the relationship between electrical and mechanical components, selection of appropriate tools and equipment, parameters for experimentation, properties of materials and components, use of testing procedures.	AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.
40%	Range of hand skills demonstrated when fabricating, use of test equipment, use of measuring and hand tools, use of servicing equipment, compliance with health and safety.	AO3 Demonstrates technical skills from across the breadth of the qualification.
15%	Applying knowledge and understanding across all tasks, justifying recommendations/approaches taken, application of understanding of procedures, planning of tasks, application of understanding of measurement to test electrical assemblies, application of understanding of material properties and fabrication processes, application of theory to practical tasks.	AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.
10%	Meeting specific requirements of the task, attention to detail when completing and carrying out inspection and testing, effective workshop practices, checking results and records.	AO5 Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.

## Further Information:

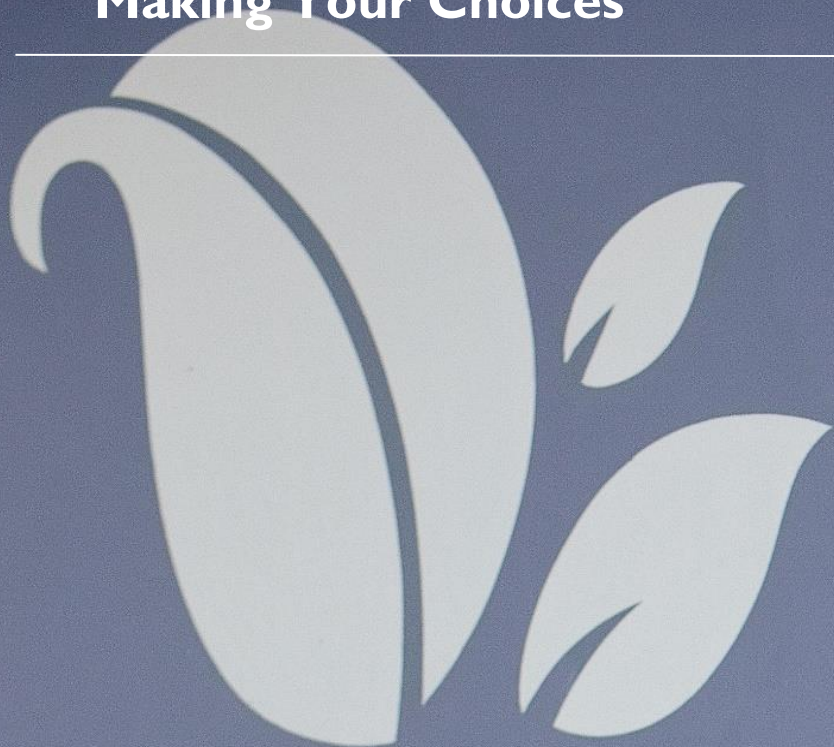
Further information about this course is available from:

- Mr D. Clark: [d.clark@ndacademy.co.uk](mailto:d.clark@ndacademy.co.uk)
- Mr M. Turnbull: [m.turnbull@ndacademy.co.uk](mailto:m.turnbull@ndacademy.co.uk)



# Making Your Choices

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NORTH DURHAM  
ACADEMY



# Making your Choices

## Do's and Don'ts When Choosing Your Option Subjects

### DO:

- ✓ Consider studying a broad range of subjects.
- ✓ Consider subjects that you have enjoyed in KS3.
- ✓ Consider which subjects you are successful at.
- ✓ If you already have clear ideas about your career/ future take this into account.
- ✓ Ask for advice.

### DON'T:

- ✗ Pick subjects to be with your friends.
- ✗ Pick or not pick subjects because of the teacher.
- ✗ Pick subjects because you think they are easy options – they aren't.

## Making Choices – Advice for Students

1. **Take time** – Don't choose your courses straight away. Take time to consider your options and discuss these with the people who can advise you.
2. **Look back and reflect** - Think about what you have done already and about your strengths and areas for development. Build on your strengths but do not ignore your areas for development. You will need to work on these too.
3. **Choose for yourself** - Do not be influenced by what your friends are choosing or by which teacher has taught you this year. Next year will be different and you will have your lessons in different teaching groups.
4. **Work Hard** - It is important that whatever options you choose for Key Stage 4, that you do your best in during the rest of this year. You need to work hard in all your subjects now so that you make good progress when you start GCSE or Vocational courses. This will provide you with a firm foundation for the beginning of Key Stage 4 and help you make the best start possible.

**What to do next** - You will need to complete the **Options Choice Form 2022** you can do this electronically <https://forms.office.com/r/gvuYHF4dyq> by **Monday 21<sup>st</sup> February 2022**.



## Pathway A – Triple Science

Students on this pathway will receive the following Core Curriculum:

### Core Curriculum

Subject	Examination	Curriculum Time
English Language		5 hrs per week
English Literature		
Maths		5 hrs per week
Chemistry		2 hrs per week
Biology		2hrs per week
Physics		2 hrs per week
PE	(non-examined)	1 hr per week
Life	(non-examined)	1 hr per week

### Options

Please select one subject from each column. Please select a reserve option this will be a backup if any subject becomes unavailable.

\*please note that the subjects will be GCSE unless indicated

Option 1(2hrs)	Option 2(3/2hrs)	Option 3(3/2hrs)	Reserve(3/2hrs)
Geography	Art	Design and Technology	Art
History	Computer Science	Food	Computer Science
	Design and Technology	Photography	Design and Technology
	Food	Spanish	Food
	Geography	Vocational Dance	Geography
	History	Vocational Drama	History
	Spanish	Vocational Enterprise	Photography
	Vocational Engineering	Vocational Health	Spanish
	Vocational Motor Vehicle	Vocational ICT	Vocational Dance
	Vocational Sport	Vocational Motor Vehicle	Vocational Engineering
		Vocational Music	Vocational Enterprise
		Vocational Sport	Vocational Health
			Vocational ICT
			Vocational Motor Vehicle
			Vocational Sport

### Making your selection

Please go to the online form on our website located under Year 9 Options or click on the link sent to via our messaging service and fill out the form with your selection.

## Pathway B

Students on this pathway will receive the following Core Curriculum:

### Core Curriculum

Subject	Examination	Curriculum Time
English Language		5 hrs per week
English Literature		
Maths		5 hrs per week
Science		5 hrs per week
PE	(non-examined)	1 hr per week
Life	(non-examined)	1 hr per week

### Options

Please select one subject from each column. Please select a reserve option this will be a backup if any subject becomes unavailable.

\*please note that the subjects will be GCSE unless indicated

Option 1(2/3hrs)	Option 2(3/2hrs)	Option 3(3/2hrs)	Reserve(3/2hrs)
Geography	Art	Design and Technology	Art
History	Computer Science	Food	Computer Science
	Design and Technology	Photography	Design and Technology
	Food	Spanish	Food
	Geography	Vocational Dance	Geography
	History	Vocational Drama	History
	Spanish	Vocational Enterprise	Photography
	Vocational Engineering	Vocational Health	Spanish
	Vocational Motor Vehicle	Vocational ICT	Vocational Dance
	Vocational Sport	Vocational Motor Vehicle	Vocational Engineering
		Vocational Music	Vocational Enterprise
		Vocational Sport	Vocational Health
			Vocational ICT
			Vocational Motor Vehicle
			Vocational Sport

### Making your selection

Please go to the online form on our website located under Year 9 Options or click on the link sent to via our messaging service and fill out the form with your selection.

## Pathway C

Students on this pathway will receive the following Core Curriculum:

### Core Curriculum

Subject	Examination	Curriculum Time
English Language		5 hrs per week
English Literature		
Maths		5 hrs per week
Science		5 hrs per week
PE	(non-examined)	1 hr per week
Life	(non-examined)	1 hr per week

### Options

Please select one subject from each column. Please select a reserve option this will be a backup if any subject becomes unavailable.

\*please note that the subjects will be GCSE unless indicated

Option 1(2/3hrs)	Option 2(3/2hrs)	Option 3(3/2hrs)	Reserve(3/2hrs)
Art	Geography	Design and Technology	Art
Geography	History	Food	Computer Science
History		Photography	Design and Technology
Spanish		Spanish	Food
Vocational Child Development		Vocational Dance	Geography
Vocational Dance		Vocational Drama	History
Vocational Engineering		Vocational Enterprise	Photography
Vocational Enterprise		Vocational Health	Spanish
Vocational Motor Vehicle		Vocational ICT	Vocational Dance
Vocational Travel & Tourism		Vocational Motor Vehicle	Vocational Engineering
		Vocational Music	Vocational Enterprise
		Vocational Sport	Vocational Health
		Vocational ICT	
		Vocational Motor Vehicle	
		Vocational Sport	

### Making your selection

Please go to the online form on our website located under Year 9 Options or click on the link sent to via our messaging service and fill out the form with your selection.



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