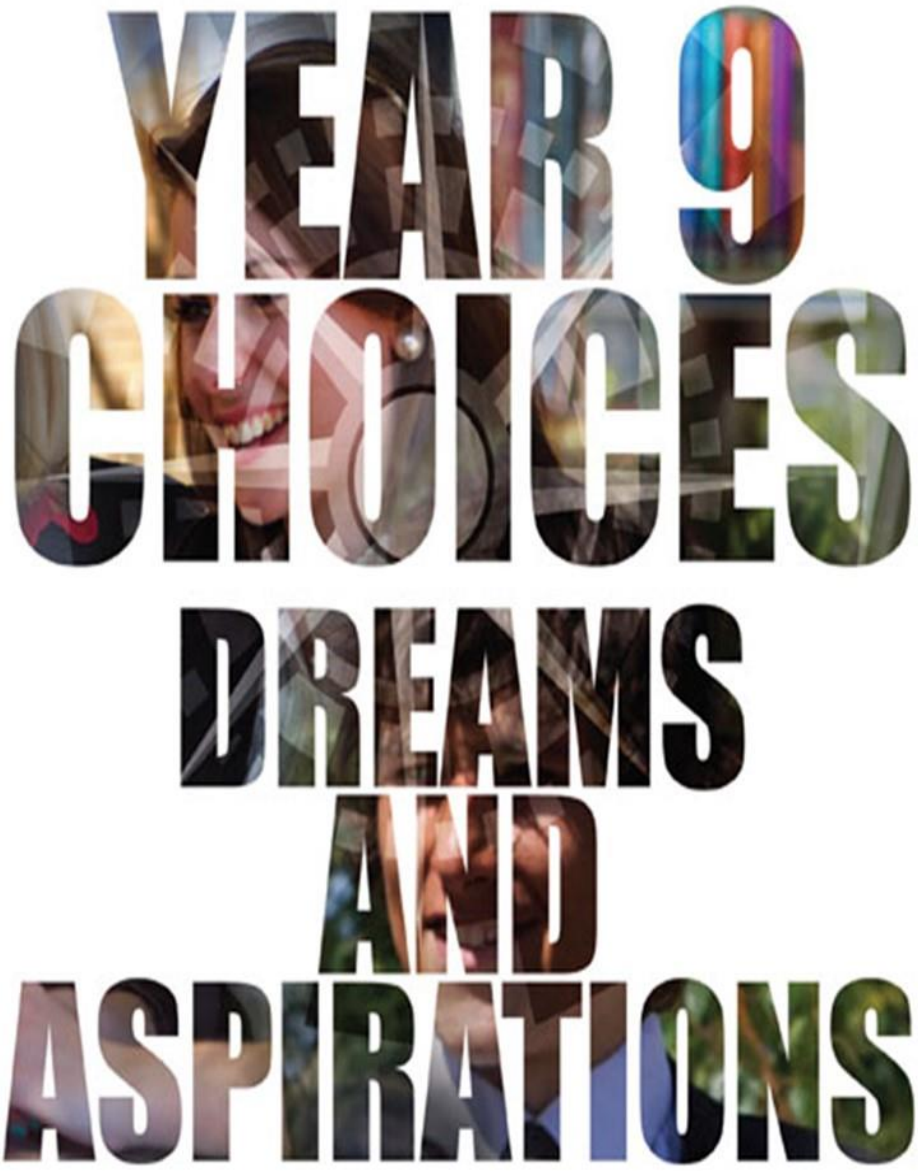
Furness Academy

Year 9 Options Book

2023-2025



Content

Pathways to Progression

At Furness Academy, we recognise that **all students are different, they have unique talents, personalities, and abilities.** Thus, within the comprehensive education system, we aim to **cater for these differences**, ensuring that all our students are given the **best possible education** we can offer.

As a part of our on-going commitment to prepare our students for the future, we have designed **a rich curriculum** aimed at **raising student dreams and aspirations** by **stretching and challenging** them in **all aspects of their education**. Our curriculum is **tailored to meet the distinctive needs of all students** and will provide them with **many opportunities to excel,** while preparing them as **future citizens.**

Option Choices is one of the **most significant** stages in the education of students: choosing the subjects that students wish to continue studying at Key Stage 4. It is, therefore, very important for students to **read the enclosed information thoroughly** and to discuss preferences with parents/carers and teachers.

We are pleased to offer a **wide range of subjects,** from which students can select the choices which best **match their interests, skills, and future career aspirations**. Everyone must follow a core curriculum of subjects alongside their option subjects.

The core curriculum subjects are:

- GCSE Mathematics
- GCSE Science
- Both GCSE English Language and GCSE English Literature
- At least one from GCSE History, Geography or Foundation Triple Science
- Personal Development and PE.

It is important that option subjects are chosen carefully and that the selection choices are broad enough to enable students to have many possibilities to choose from after they leave school. Speaking to the Director of Learning and Standards, Year Manager, Form Tutor or subject teachers to find out further information about the option subjects is highly recommended. This booklet will also provide information to help with decision making. It is also very important that students along with parent/carer(s) attend **Options Evening on Thursday 9 February 2023**.

When making choices and completing the form, please follow the instructions provided. As there are three different pathways through Key Stage 4, the option choice form will match the pathway that each student will follow. We will do our best to allocate preferred choices but in some instances this may not be possible. If this is the case, then Mr Moody and Mrs McMurtrie will help to find a solution.

Sometimes deciding is not easy and so there are questions that are helpful, such as:

- What do I enjoy studying?
- What do I not enjoy studying?
- What are my strengths?
- If I choose this option now, will it keep more options open later for further study, training, or work?

The **deadline** for submitting your choices **online** is **Wednesday 15 February 2023.**

Option Choices

To make the process work for the wide range of aspirations of the student, we have identified three different 'pathways' through Key Stage 4.

The starting point of the options process is for us to identify which route is best for the progression of each student and to then share details of the subject choices that they can make, all of which we plan to do in the coming weeks. Details of the three different pathways are indicated below. Details of individual subjects can be found under the 'Option Subjects' section on this page and on the website.

Honours Pathway for the Most Academic

This pathway is a route within our Key Stage 4 offer which ensures that students take the broad and balanced range of academic subjects necessary to give the best progression routes on to Further and Higher Education courses. Alongside this academic rigour, students can also pick two subjects from the full range of vocational, practical, and academic subjects to ensure that they can pursue their personal interests.

All students will study:

- English language and English Literature
- Mathematics
- Science (Double award leading to 2 GCSEs or if chosen as an option Triple Science leading to GCSEs in Biology, Chemistry, and Physics)
- A modern foreign language (Spanish/French)
- A humanity (History/Geography)

All students will study these non-examined subjects:

- Personal Development
- PE

AND

- Two free choices from the full range of vocational, practical, and academic courses:

Art, Computer Science, Performing Arts-Dance, Performing Arts-Acting, Design Technology, Geography, History, Religious Studies, Triple Science, Hospitality and Catering, Construction, Engineering, Hair and Beauty, Health and Social Care, Information Technology, Creative Media, Music, Outdoor and Adventurous Activities or Sport, Travel and Tourism.

As part of our offer to students on the Honours Pathway, we will provide a funded trip to either France or Spain. We feel that studying a language, alongside other academic subjects, is particularly important in terms of building the cultural capital necessary to be successful in the modern age. Research shows that languages raise overall intelligence levels, ultimately benefitting all study. Having a language promotes intercultural understanding, future-proofing employment opportunities and improving financial prospects in the world of global trade, travel and communication.

Alongside a modern foreign language, the Honours Pathway provides the traditional academic rigour of either History and Geography and the essential core components of any rounded education: English, Maths and Science.

Universal Pathway

Students on our 'Universal Pathway' will encounter **option subjects** that have a track record of equipping students with the **key knowledge and skills required in the modern world.** This is a popular pathway where students embed **key knowledge from core subjects** as well as developing their **individual diverse talents** with a **wide range of option subjects**.

This pathway offers a range of compulsory and optional subjects as indicated below:

All students will study:

- English language and English Literature
- Mathematics
- Science (Double award leading to 2 GCSEs or Triple Science leading to a GCSE in Biology, Chemistry, and Physics)
- History or Geography

All students will study these non-examined subjects:

- Personal Development
- PE

AND

- Three free choices from the full range of vocational, practical, and academic courses:

Art, Computer Science, Performing Arts-Dance, Performing Arts-Acting, French, Design Technology, Construction, Engineering, Geography, History, Religious Studies, Triple Science, Hospitality and Catering, Hair and Beauty, Health and Social Care, Information Technology, Creative Media, Music, Outdoor and Adventurous Activities or Sport, Travel and Tourism.

Aspire Pathway

Students on our 'Aspire Pathway' will experience an **ambitious curriculum** designed to **maximise the potential** of **all students, including those who may need some additional support to achieve this** and students **aiming to strengthen** their **literacy and numeracy**. Students receive extra time with the curriculum areas that they find challenging and can take time to consolidate learning and organise themselves, making their studies manageable.

Students on this pathway will follow a curriculum including the following:

All students will study:

- English Language and English Literature
- Mathematics
- Science (Foundation Triple Science leading to a GCSE in Biology, Chemistry, and Physics)
- Hospitality and Catering/Additional Support time

All students will study these non-examined subjects:

- Personal Development
- PE

AND

- Two free choices from the full range of vocational, practical, and academic courses:

Art, Performing Arts-Dance, Performing Arts-Acting, Religious Studies, Construction, Engineering, Hair and Beauty, Health and Social Care, Information Technology, Creative Media, Music, Outdoor and Adventurous Activities or Sport, Travel and Tourism.

Please note – the following combinations are not allowed, as the courses contain content which is very similar. Students would have to choose one or the other, but not both:

- **Outdoor and Adventurous Activities and Sport**
- **Performing Arts-Dance and Performing Arts-Acting**

While taking both Engineering and Construction is allowed, the advice is to pick one of these courses rather than both. Students will need to speak to Mr Moody or Mrs McMurtrie if they would like to do both.

Students should select the one that they prefer.

The icons below give a broad idea of the assessments carried out for each course

 = Structured questions in the exam(s)

 = a mix of structured and longer answer questions in the exam(s)

 = mostly long answer questions in the exam(s)

GCSE and Technical Qualification Grading Structure

Depending on the pathway, students will sit a mixture of GCSEs and technical qualifications that have different grading structures.

GCSE Tiering
Subjects will be divided into two groups: no tiers and two tiers.

1. Subjects without any tiers are: Art, Computer Science, English Language, English Literature, Design and Technology, Geography, History, and Religious Studies. All students following these courses will take the same examination papers and the grade awarded will be in the range 9 - 1.

2. Subjects with two tiers include Mathematics, Science and Modern Foreign Languages. You can be entered for the higher tier (to achieve grades 9 - 4) or the foundation tier (to achieve grades 5 - 1).

Where there are two tiers, candidates on the higher tier who fail to attain the minimum mark for grade 3 will be unclassified (U). On Foundation tier, candidates cannot gain above grade 5.

Foundation	1	2	3	4	5				
Higher				4	5	6	7	8	9

Health & Social Care, Creative Media, Sport, Outdoor Education, Dance, Engineering, Construction, Performing Arts – Drama, Music, Hospitality and Catering, Hair and Beauty, and Information Technology have no tiers but will be graded as follows for students beginning courses in September 2023:

GCSE and Technical Qualification Structure	
Technical Grading	**GCSE Equivalent**
Level 2 Distinction*	**9**
	8
Level 2 Distinction	**7**
Level 2 Merit	**6**
	5
Level 2 Pass	**4**
Level 1 Distinction	**3**
Level 1 Merit	**2**
Level 1 Pass	**1**

In some subjects, there is a compulsory element of non-examination assessment which counts towards the final examination grade. If the controlled assessments are not completed, you will be unable to gain a grade.

Submitting Your Course Preferences

Students should complete their choices online. Below and overleaf is an instruction sheet, guiding students through how to do this.

Students will choose 4 subjects in rank order of preference, along with two reserve choices. The software will then generate a best fit solution, to ensure the highest proportion of student choices are met.

Where courses are oversubscribed, we will use the criteria below to shortlist:

- Progress being made in the subject
- Attendance
- Behaviour
- Attitude to learning

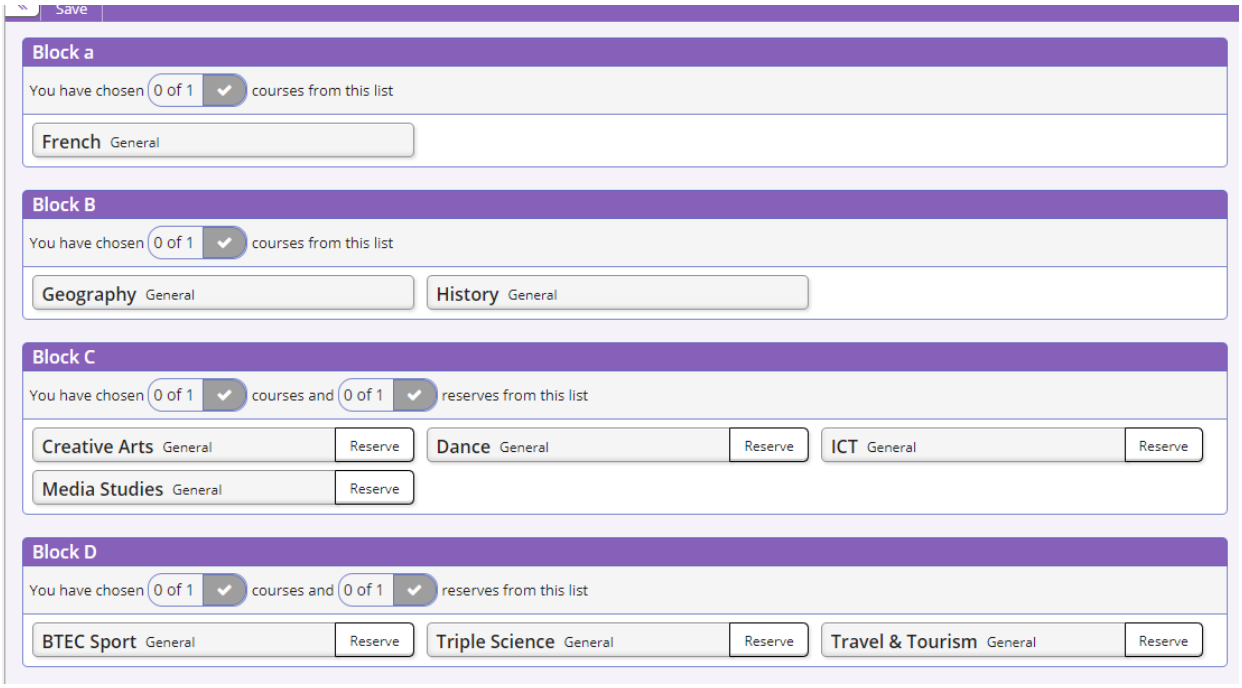
Options Online

Options Online works through the SIMS Student App.

Signing in to Options Online?

1. Students should sign in by going to https://www.sims-options.co.uk. Click on the link for Microsoft to be directed to the 'sign in' page.

2. Once signed in, the Student Choices page will be displayed. The personal details at the top of the page are read only and cannot be edited. Students must select four preferences (one from each block) plus one reserve preference from Block C and one reserve preference from Block D. Once a subject has been selected it will turn blue and show up on the right-hand side. If it is clicked again, the preference will disappear. To select a reserve, click the white reserve box to the right of the subject title.



3. At this point, it is important to click on the **save** button which is at the top of the screen. As soon as this is clicked, the school will also be able to see the selections that have been chosen. Students will not receive a confirmation of their selections but if these can be seen on the next login, everything has been submitted correctly.

4. You can now sign out.

Main Contacts

Please contact us if you require any further information about option choices;

Mr Moody, Director of Learning and Standards: pmoody@furnessasademy.co.uk

Ms Kell, Year Manager: skell@furnessacademy.co.uk

Mrs McMurtrie, Assistant Headteacher: gmcmurtrie@furnessacademy.co.uk

Mrs Elliott, Special Educational Needs Coordinator: eelliott@furnessacademy.co.uk

Mrs Rae, Administration Manager: nrae@furnessacademy.co.uk

Contact details for each individual subject can be found on the subject page.

Options Timeline

The Process

W/C 23 January – Options Booklets Printed

W/C 30 January – Information given to students in lessons

W/C 6 February – Option booklets issued

Thursday 9 February – Options Evening

Monday 13 February – Students submit choices vis SIMS App

Wednesday 15 February – Deadline for submission of initial choices

Thursday 16 February – Meeting with SLT & DoLS to confirm choices if required

W/C 23 March – Final choices confirmed

English GCSE CORE

Subject Lead: Dr J Ingham: jingham@furnessacademy.co.uk

Course Description

Students will study an integrated English Language and Literature course which will give result in two GCSE grades.

The language course will give students the opportunity to develop communication and analysis skills through speaking and listening, reading and writing.

The Literature course is broad and includes texts from the 17th Century to the present day.

Course Outline

English Language

Students will study a range of fiction and non-fiction texts, analysing language and structure. They will also have regular opportunities to write extended pieces, both discursively and creatively. Students will gain a knowledge of grammatical terminology, and linguistic conventions for reading and writing. They will read and write a wide range of non-fiction, transactional texts fluently, demonstrating reading skills in: critical evaluation; comparison; summary and synthesis.

English Literature

Students will study a Shakespeare text, a pre 19th century novel, a modern drama and an anthology of poems. There are two examinations. Paper 1 assesses Shakespeare and the Gothic novel and is 1 hour 45 minutes. Paper 2 assesses the modern drama and poetry and is 2 hours 15 minutes.

Assessment

English Language

The course is linear and assessed at the end of two years. There are two distinct exam papers, with integrated reading and writing tasks, but students are assessed internally throughout the year, through micro tests, to ensure that they are making progress. There is a large emphasis on spelling, punctuation and grammar; this is equivalent to 20% of the final mark.

There are two examinations: Paper 1 and Paper 2. Each exam last for 1 hour and 45 minutes. The exams are not tiered, so everyone sits the same exam. At the end of 2 years, students will be awarded a grade 9-1.

There is also a spoken language task which students will perform individually. They are awarded either a Pass, Merit or Distinction for this.

English Literature

Students are assessed in two literature exams, amounting to 4 hours inclusively.

What post 16 career pathways/options?

Essential for almost all careers and educational pathways.

Mathematics GCSE CORE

Subject Lead: Mr J P Duckworth: jpduckworth@furnessacademy.co.uk

Course Description

Mathematics is a compulsory core subject. As a valued qualification, it is often requested by employers or for entry to further study. It is vital for those wanting to study technology, engineering, and science. The study of mathematics will provide students with the power to describe, explain and analyse the world around them. The course is studied over two years and examined at the end of Year 11.

Course Outline

The new maths GCSE covers six main areas. These are:

1. Number

2. Algebra

3. Ratio, proportion and rates of change

4. Geometry and measures

5. Probability

6. Statistics

Assessment

Two tiers are available: Foundation and Higher. GCSE mathematics has a foundation tier (grade 5-1) and a higher tier (grades 9-4). Students must sit three exam papers at the same tier. Paper 1 is a non-calculator assessment, but a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long.

What post 16 career pathways/options?

Further study: A Level

Apprenticeships: Most employers require grade 4 or above

Careers: Engineer, scientist, teacher, stockbroker, banker

Combined Science GCSE CORE

Subject Lead: Ms E Coulter: ecoulter@furnessacademy.co.uk

Course Description

Students should have:

- A keen interest in science and a willingness to read around the subject
- An inquisitive nature

Science has something to offer every student, to inspire and challenge students of all abilities and aspirations. From a trainee chef to a nuclear physicist, a construction apprentice to a cancer researcher, everyone needs some level of relevant scientific understanding.

There are a range of exciting practicals and demonstrations that students will have the opportunity to carry out and see, including specific experiments that students must complete and learn over the two years of study. Questions about these practicals will then appear in the final examinations.

Course Outline

The course covers topics from Biology, Chemistry and Physics. Topics cover key scientific concepts, including cell biology, infection and response, chemical changes, bonding, structure and the properties of matter, forces and energy.

Assessment

The course is assessed 100% by examination. There are six exam papers, two biology, two chemistry and two physics completed at the end of Year 11. Each paper will assess different topics, studied over two years. All the exam papers are 1 hour and 15 minutes and are available in foundation or higher tiers.

Tiers cannot be mixed, so students are entered for either all foundation or all higher papers.

20% of the course will assess mathematical skills.

What post 16 career pathways/options?

A Level - Biology, Chemistry, Physics

Careers could include - nurse, doctor, teacher, dentist, vet, engineer, lab technician, other health care careers.

Science – Triple Award GCSE (Foundation) CORE

Subject Lead: Miss E Coulter: ecoulter@furnessacademy.co.uk

Course Description

The course allows students to broaden their scientific knowledge and will prepare students to continue studying science at A-level.

Course Outline

Students taking this option gain GCSE Biology, GCSE Chemistry, and GCSE Physics. The content covers the same topics as the GCSE combined science and then develops them further, to bridge the gap between GCSE and A-Level. The extension material covers a range of scientific principles in topics such as the brain, monoclonal antibodies, cloning, quantitative chemistry, titrations, space physics, electricity and electromagnetism.

Each GCSE has a range of practical work to engage students, with a number of specific experiments that are required to be completed by all students.

Assessment

The course is linear and assessed 100% by examination in Year 11.
There are two exam papers per GCSE; each paper lasts 1 hour 45 minutes.
If necessary, tiers can be changed according to strengths in each of the sciences.
A significant proportion of the course will assess mathematical and practical skills.

What post 16 career pathways/options?

Careers could include - nurse, engineer, lab technician, other health care careers, conservation management, forensics, land and/or forestry managements.

Art GCSE | Option

Subject Lead: Ms M Bond: mbond@furnessacademy.co.uk

Course Description

This course is one of the most popular GCSE Art qualifications at Key Stage 4 and is a great choice for continuing artistic studies.

Students will be introduced to a variety of learning experiences, which encourage the development of art skills through the use and experimentation of different media and techniques.

Students will record ideas and observations in the forms of drawing and painting, research and annotations.

Refinement is key to achieving the personal best in students, so informative critical analysis will help to make important improvements to their creations.

From looking at the approaches of artists, genres and cultures, students will be encouraged to develop their own strengths and interests in the subject, helping them to develop ideas and to create their own personal responses.

Course Outline

Your teacher will give students stimulus themes to create a portfolio of work that supports the four AQA Assessment Objectives:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques and processes.
AO3: Record ideas, observations, and insights relevant to intentions as work progresses.
AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Assessment

Component 1: Personal portfolio = 60% of GCSE
September Year 10 until December Year 11, with final refinements made in May, after Component 2 is completed.
Students will create a portfolio of artwork that in total shows coverage of the four assessment objectives. It must include a detailed project and a selection of further work undertaken during the course of study.
Topic for study include animals, nautical & cultural.
Work for Component 1 is 96 marks in total. This equates to 24 marks for each assessment objective.

Component 2: Externally Set Task = 40% of GCSE
January Year 11 until April Year 11.
AQA will provide a separate, externally set assignment with seven different starting points. Students will select and respond to one starting point, evidencing coverage of all four assessment objectives.
Preparatory period, followed by 10 hours of supervised time.
Work for Component 2 is 96 marks in total. This equates to 24 marks for each assessment objective.

What post 16 career pathways/options?

This is a fantastic course if students want to continue studying art in Further Education, are thinking about a possible art focused career or want to continue practising art for pleasure.

Computer Science GCSE | Option

Subject Lead: C Thomson

Assistant Headteacher Mrs G. McMurtrie: gmcmurtrie@furnessacademy.co.uk

Course Description

Computer science will encourage students to understand and apply the fundamental principles and concepts of computing, including abstraction, decomposition, logic, algorithms, and data representation.

Students will learn to analyse and solve problems, including designing, writing, and debugging programs. They will develop their ability to think creatively, innovatively, analytically, and logically and apply mathematical skills relevant to computer science.

Course Outline

COMPUTER SYSTEMS COMPONENT 1

- Study how processors work.
- Investigate computer memory and storage.
- Explore modern network layouts and how they function.
- Build skills in the ever-important realm of cyber security.
- Investigate how types of software are used within computer systems.
- Stretch wider comprehension of how computers and computing affect ethical, legal, cultural and environmental issues.
- Understand how we store data within computers in binary form.

COMPUTATIONAL THINKING, ALGORITHMS AND PROGRAMMING COMPONENT 2

- Study fundamental algorithms in computer science.
- Build a firm foundation in programming techniques.
- Produce programs through diagrams.
- Thoroughly test programs and make them resistant to misuse.
- Explore Boolean algebra.

Practical programming

Students are given the opportunity to undertake programming tasks during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language (Python).

Assessment

There are two exam papers, one focusing on computer systems and one with a focus on computational thinking, algorithms and programming.

Each paper lasts 1.5 hours and is worth 50% of the total GCSE.

What post 16 career pathways/options?

Level 3 computer science qualification; A Level computer science; computing/IT Apprenticeship; stepping stone to degree level. It also provides a good grounding for other subject areas that require problem solving and analytical skills.

Construction BTEC | Option

Subject Lead: Mr G Kaighan: gkaighan@furnessacademy.co.uk

Course Description

Whilst undertaking the level 1/level 2 tech award in construction and the built environment, the students will acquire sector-specific applied knowledge and skills.

The construction industry is one of the UK's most important sectors. The level 1/level 2 tech award in construction and the built environment will give you the opportunity to develop your knowledge and technical skills in a practical learning environment. Students will develop their knowledge of construction methods, materials and design, applying mathematical and scientific principles to solve problems in a construction context. They will also develop key skills, such as planning work, interpreting technical information, and designing to meet a client brief. Students also get the opportunity to apply hand skills, safely use tools, measure, and check the quality of work completed.

Course Outline

The tech award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Students will have the opportunity to develop applied knowledge and practical skills in the following areas:

- **Component 1 - Construction technology:**
  Understanding common types of construction used to build low-rise buildings, material technologies and the essential maths and science that designers and builders use day-to-day, sustainability and how buildings' sub-structures and superstructures are constructed.
- **Component 2 - Practical craft skills:**
  Covering the principles of safe working, selecting and using materials and tools, planning work in trades in either carpentry or brickwork and evaluating the quality of work produced.
- **Component 3 Construction and design:**
  Exploring how the design of different building can meet their function, and how to practically design buildings to meet the needs of the clients and the environment, including the various constraints on the design. Learners will be able to integrate knowledge across the qualification into their response to a design brief.

Assessment

You will be assessed in two different ways.
Components 1 and 2 are assessed through non-exam internal assessment. The internal assessments are evidenced in the form of assignments set by the exam board, marked by the teachers and moderated by the exam board.
Component 3 is assessed in the form of a 90-minute external exam.

What post 16 career pathways/options?

Students who undertake this course can progress on to:

- An apprenticeship in the construction industry.
- A Levels, as preparation for entry to higher education in a range of subjects.
- Study of a vocational qualification at Level 3, such as the BTEC National in construction, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the construction industry.

Design and Technology GCSE | Option

Subject Lead: Mr G Kaighan: gkaighan@furnessacademy.co.uk

Course Description

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. They will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors, getting the opportunity to work creatively when designing. You will also gain and apply technical and practical expertise.

Our GCSE allows students to study core technical, designing and 'making' principles, including a broad range of design processes, materials, techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Course Outline

The new and exciting Design and Technology course is equally weighted between exam and coursework. The context title will be released in the summer, just before Year 11 starts, which means that all practically assessed work will be made in Year 11. A focused, determined and self-disciplined approach is needed. Students will be expected to write a brief and respond to real life situations. The coursework will be completed within each discrete materials area, although any material will be able to be utilised to best solve the given problem.

In Year 10, students will learn how to shape and form a variety of materials and make a range of products using the selected materials area. They will learn how design and production techniques have influenced the world. Students will focus on theory lessons throughout both years.

In the summer of Year 11, students will focus on reacting to the context with a creative brief and solution. As solutions are student driven, they must be determined and resilient. Students are expected to make a contribution to the cost of materials that they choose to use.

Assessment 

The exam covers a variety of core and specific principles where students demonstrate knowledge and understanding of all material areas and theory, from energy production through to smart materials, and much, much more. The theory expectations are more varied and cover design in a much wider context. It is an exciting course and we are all looking forward to teaching it.

This course will suit independent self-disciplined, creative students, who enjoy problem solving, and have an interest in the world of design. Students are encouraged to experiment with materials and techniques, take risks and be adventurous within the confines of the given context.

What post 16 career pathways/options?

Students can go on to complete an A level in product design and then may go on to study at university in subjects such as architecture, product design and engineering.

BTEC Nationals in Design and Technology or Engineering at college.

If students choose to look for a job, they will have a folder of work that will provide evidence of their ability. There may be opportunities to work in graphic and product design, manufacturing trades or they may choose to be self-employed.

Engineering Design Cambridge National Certificate

Option

Subject Lead: Mr G Kaighan: gkaighan@furnessacademy.co.uk

Course Description

The Cambridge Nationals in Engineering Design encourages learners to communicate and consult with a client to develop a viable and innovative product. Learners will apply practical skills to produce a prototype in the form of a model and test design ideas to inform further product development. Through reflection, learners evaluate the prototype, making a comparable outcome against specification points, and assess possible, practical solutions and improvements to their prototype design.

A practical approach to teaching and learning will provide learners with knowledge in engineering technology and develop their critical thinking, creativity, and skills in dexterity through engaging practical experiences.

Course Outline

This course focuses on practical work. Students will learn how to design and make engineered products with creativity and originality, using a range of materials and techniques. They will get a real taste of what the engineering sector is like. The first internally assessed unit requires an analyse of an engineered product and then a re-design of the product. This will involve drawing and explaining ideas, and results in the production of professional engineering drawings, using CAD, with modifications that meet the design criteria set by the exam board. For the second internally assessed unit, students need to make a product that is set by the exam board. Using a wide range of engineering equipment and processes, they will manufacture the product within a given timescale. This will mean working accurately to a set of provided engineering drawings, planning each stage, and ensuring high quality. Students will analyse an engineered product and then re-design it. Lastly, the final product will need to be evaluated in detail. The third unit is the exam, which tests their knowledge of materials, equipment, and processes, as well as some maths skills, such as working out areas, volumes and costing materials. Students will learn computer-aided-manufacture (CAM) and use engineering equipment and machines like those used in industry.

Assessment

Students will study the key aspects of engineering design and have the opportunity to apply what they have learned through a number of practical experiences. This will involve them studying three mandatory units:
R038: Principles of engineering design: This is assessed by an exam. In this unit, students will learn about the design process, and all of the stages that are involved. Topics include designing processes, designing requirements, communicating design outcomes and evaluating design ideas.
R039: Communicating designs: This is assessed by a set assignment. In this unit, students will learn how to use sketching and engineering drawings to communicate their ideas. Topics include manual production of freehand sketches, manual production of engineering drawings, use of computer aided design (CAD).
R040: Design, evaluation and modelling: This is assessed by a set assignment. In this unit, students will learn how to create and test models of their design. Topics include product evaluation and modelling design ideas.

What post 16 career pathways/options?

This qualification provides an excellent base for progression to a range of Level 3 engineering qualifications and into employment and apprenticeships. Students could go on to study: A Levels or Applied Engineering. Other qualifications: Diploma in Automotive Engineering, Diploma in Electrical and Electronic Engineering, Diploma in Engineering Maintenance, Diploma in Engineering Tool Making, Diploma in Electrical Power Engineering, Diploma in Engineering Construction.

French GCSE | Option

Subject Lead: Miss A Rothnie: arothnie@furnessacademy.co.uk

Course Description

Combining a language with other subjects can lead to a vast range of opportunities for further study and employment. Studying a GCSE in a foreign language improves communication, leadership, collaboration and problem-solving skills and also increases understanding of other cultures and customs. In addition, it can help students understand their own language better and improve their use of grammar.

The course builds on the knowledge gained in French at Key Stage 3. Students will study topics based on identity and culture, local, national, international and global areas of interest, and current and future study and employment. The course is rewarding and will provide students with practical language skills that can be used in a variety of settings. There will also be opportunities to participate in funded exchanges or visits.

Many employers and universities are looking for students who have studied the EBacc suite of subjects, which includes a modern foreign language, and this can greatly enhance your C.V.

Course Outline

Theme 1: Identity and Culture
Topic 1 - Me, my family and friends; Topic 2 - Technology in everyday life; Topic 3 - Free-time activities; Topic 4 - Customs and festivals in French-speaking countries/communities
Theme 2: Local, national, international and global areas of interest
Topic 1 - Home, town, neighbourhood and region; Topic 2 - Social issues; Topic 3 - Global issues; Topic 4 - Travel and tourism
Theme 3: Current and future study and employment
Topic 1 - My studies; Topic 2 - Life at school/college; Topic 3 - Education post-16; Topic 4 - Jobs, career choices and ambitions

Assessment

The GCSE course has a foundation tier (grades 5-1) and a higher tier (grades 9-4). Students will take all four papers at the same tier (listening, speaking, reading, writing). All papers constitute 25% of the final mark.
Listening
35 minutes (foundation tier), 45 minutes (higher tier)
Each examination includes 5 minutes' reading time of the question paper before the listening stimulus is played. There will be questions about the listening tasks in English and in French.
Speaking
7-9 minutes (foundation tier) + preparation time, 10-12 minutes (higher tier) + preparation time
The format is the same at foundation tier and higher tier: role-play; photo card; general conversation.
Reading
45 minutes (foundation tier), 1 hour (higher tier)
There will be questions in English and French about the written passages and there will be a translation from French into English.
Writing
1 hour (foundation tier), 1 hour 15 minutes (higher tier)
A variety of written tasks, including writing a message, a short passage, a translation from English into French, a structured writing task and an open-ended writing task.

What post 16 career pathways/options?

Should students wish to continue with their study of French after GCSE level, a Grade 6 should enable them to access an A Level course. French is ideal for careers in interpreting and translating, travel and tourism, the diplomatic services/MI5, marketing, journalism, media, fashion buying, law and BAE, to name just a few.

Geography GCSE | Option

Subject Lead: Mrs S Warren: swarren@furnessacademy.co.uk

Course Description

Students who want to know how and why some human activities are damaging the environment; how decisions are made that will affect the future of the planet; are interested in the natural world and how it was formed; how actions that we take locally have global effects; like to question the world around them and want to develop skills in map reading, GIS and fieldwork techniques, then this is the course for them.

Course Outline

This course will offer students the opportunity to study a broad range of subjects of geographical importance from local issues like offshore wind farms and tourism to global concerns such as climate change, deforestation and water shortage.

To do this, the course combines human and physical geography, to enable students to understand the impact that human activities have on the earth and the scientific principles that underpin the planet's changing nature. The key themes of the course are:

The challenge of natural hazards: physical landscapes in the UK; the living world; urban issues and challenges; the changing economic world; the challenges of resource management; geographical skills.

Assessment

Examination is by three written examination papers:

Paper 1: living with the physical environment: 1 hour 30 minutes in length and is worth 35%

Paper 2: challenges in the human environment, 1 hour 30 minutes in length and is worth 35%

Paper 3: geographical applications: 1 hour 15 minutes in length and is worth 30% (this paper involves critical thinking skills and problem solving (using pre-release material), alongside two geographical enquiries, which must include primary data, collected as part of a fieldwork exercise)

* Fieldwork will involve an overnight stay and therefore incur a cost. The price this year was £50 and we expect similar next year.

What post 16 career pathways/options?

Geography combines well with a number of other subjects and could lead to jobs in the following areas: cartography; leisure and tourism industry; civil engineering; meteorology; mining; police; army; navigation; landscape design; estate management; recreation management; transport, surveying.

Hair and Beauty VTCT | Option

Subject Lead: Mrs L McNeill: lmcneill@furnessacademy.co.uk

Course Description

The VTCT level 1/2 award in the study of Hair and Beauty is a course which is made up of a mixture of written and practical skills. It will help students to develop the knowledge, understanding and skills that will help them prepare for employment in the hair and beauty industries. They will learn by completing projects and assignments linked to the hair and beauty industries, as well as practical assessments, completed in a salon environment.

Course Outline

The course will enable learners to develop their practical hair and beauty skills and techniques in a fully functioning hair and beauty salon.

Learners will know about:

- Business and entrepreneurship in the hair and beauty sector
- Anatomy, physiology and cosmetic science
- Design in the hair and beauty sector

They will develop skills in:

- Shampooing and treating hair
- Plaiting and twisting techniques
- Basic nail art techniques
- Photographic make-up
- How to create an image around a theme

Learners will also develop their knowledge and understanding in working in the hair and beauty industry, health and safety, client and customer skills and promoting themselves, and preparing for a job interview.

Assessment

The VTCT Level 1/2 technical award in Hair and Beauty is equivalent to 1 GCSE, and is graded Pass, Merit, Distinction and Distinction *.

The course is split into 3 Units. **The three units are not individually assessed** – learners will need to achieve a pass in both an external written exam and a synoptic written assignment – the marks for these will be added together and the total mark will determine the level and grade of achievement.

What post 16 career pathways/options?

The VTCT level 1/2 award in Hair and Beauty would be suitable for those students who have an interest in working in or have an interest in hair and beauty. This course could lead to students entering an NVQ level 2 course at college or an apprenticeship in the hair and beauty industry.

Health and Social Care BTEC | Option

Subject Lead: Mrs A Rawlinson: arawlinson@furnessacademy.co.uk

Course Description

This course allows learners to acquire sector-specific applied knowledge through vocational contexts. The qualification will broaden learners' experience and understanding of the varied progression options available to them. Learners will study health and social care conditions, how they can be managed by the individual and the different health and social care services that are available; the skills, attributes and values required to give care and how these benefit the individual and how factors can affect an individual's current health and wellbeing.

Course Outline

The focus of the course will be to develop the students knowledge and understanding of the relevant professions associated with Health and Social Care, as well as considering key issues relating to personal development.

You will study the following units:

- Component 1: human lifespan development – a range of short assessments
- Component 2: health and social care services and values – a range of short assessments
- Component 3: health and wellbeing – external examination

Assessment

Assessment for this course is broken in to the three units studied, two controlled assessments and one synoptic external examination.

Components 1 and 2 - The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector, through realistic tasks and activities.

Non-exam internal assessment is delivered through Pearson-set Assignments. (PSA) These assignments are set by Pearson, marked by the centre and moderated by Pearson.

The examination is taken in year 11 and it is important that students are committed. The controlled assessments use a variety of methods for testing. These can be lengthy pieces of work, which require students to work independently on a number of key tasks.

What post 16 career pathways/options?

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so employees in the sector will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.

Study of this sector at Key Stage 4 will complement GCSE study, through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

History GCSE | Option

Subject Lead: Miss R Douglas: rdouglas@furnessacademy.co.uk

Course Description

GCSE History gives students the opportunity to study topics in depth, such as what life in Germany was like in a twenty-year period between the wars, the impact of the Norman invasion in 1066 and the significance of the Cold War in the second half of the twentieth century. As well as this, the course includes looking at change and continuity over a longer period of time when studying medicine and treatment from 1250 up to the present day.

Course Outline

Students will:

- Develop their knowledge of key events, periods and societies in British and world history.
- Complete historical enquiries to develop their independent learning and critical thinking skills.
- Ask questions about, and investigate, the past and use a wide range of sources to reach judgements.
- Evaluate evidence and identify the causes and consequences of different events.
- Consider the reasons why some developments are considered to be more significant than others and why different interpretations of the past have been created.

The course includes a broad and diverse study of the history of Britain and the wider world, which will provide students with the necessary skills that will support their progress towards further study of history and a range of other subjects.

Assessment

You will take three examinations based upon four units of study. The units are:

Paper 1: Medicine in Britain 1250-Present Day (30%) 1 hour 15 minutes

Paper 2: Anglo-Saxon and Norman England (20%) and
Superpower relations and the Cold War -1941-1991 (20%) 1 hour 45 minutes

Paper 3: Weimar and Nazi Germany 1918-1939 (30%) 1 hour 20 minutes

What post 16 career pathways/options?

History GCSE is a solid foundation for any career choice as employers value skills such as being able to critically evaluate and analyse texts and the ability to construct logical arguments. Problem solving, research skills, communication and essay writing are also valued in a wide range of career paths, and the subject is of course a useful for the further study of History at A-Level and at university. History students go on to work in areas as varied as law, politics, teaching, business, marketing, archaeology, healthcare and many more.

Hospitality and Catering Eduquas | Option

Subject Lead: Miss E Rees: erees@furnessacademy.co.uk

Course Description

The WJEC eduquas Vocational Award in Hospitality and Catering has been designed to develop learners' knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication.

Course Outline

WJEC Vocational Award in Hospitality and Catering				
Unit number	**Unit title**		**Assessment**	**GLH**
1	The hospitality and catering industry	Mandatory	External	48
2	Hospitality and catering in action	Mandatory	Internal	72

Learners must complete both units.

Assessment

Unit 1: The Hospitality and Catering Industry will be externally assessed. The external assessment is available in January and June in the second year (Year 11).

Details of the external assessment are as follows:
- Duration: 90 minutes
- Number of marks: 90

Unit 2: Hospitality and Catering in Action is internally assessed.
Each unit is assessed through one assignment.
Each assignment has a set brief from the exam board.
The internally assessed unit will be completed in March of the second year (Year 11)

If a resit is required for Unit 1, learners will need to complete a resit of Unit 2 prior to the Unit 1 resit.

What post 16 career pathways/options?

Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as:

- Level 2 Diploma in Professional Cookery
- Level 2 Certificate in Hospitality and Catering Principles (professional cookery)
- Level 2 Diploma in Hospitality and Catering Principles (professional cookery)
- WJEC Applied Certificate / Diploma in Food, Science and Nutrition
- Level 3 Certificate in Hospitality and Catering Principles (professional cookery)

Information Technology Cambridge Nationals | Option

Subject Lead: C Thomson

Assistant Headteacher Mrs G McMurtrie: gmcmurtrie@furnessacademy.co.uk

Course Description

Level 2 Certificate in Information Technology

In Key Stage 3 students will have equipped themselves with many of the skills needed to gain success in this qualification, added to a willingness to learn and a desire to succeed they will leave school well equipped to deal with the modern ICT workplace.

Course Outline

This qualification will teach students what different technologies could be used, why they should be used and how to make best use of them.

Students will develop understanding of the fundamental principles and concepts of IT, including the use of IT in the digital world, Internet of Everything, Data Manipulation and Augmented Reality. They will learn how to use IT appropriately and effectively for a specified purpose and audience while building on KS3 learning and practical skills applying them to real-life contexts and work situations. On this course students will think creatively, innovatively, analytically, logically, and critically and become independent and confident in using skills that would be relevant to any workplace or IT sector.

Students will be taught about tools and techniques available to use in a variety of digital hardware and software technologies. They will undertake a practical assessment using these to create integrated IT solutions to manage and communicate data and information. Students will also learn about the legal, ethical and moral considerations when using technology to gather, store and present data and information, and how to reduce the risks of cyber-attacks.

The skills, knowledge and understanding that students will develop through this qualification are very relevant to both work and further study, helping to support their progression into employment through Apprenticeships in many areas.

Assessment

Mandatory Core Units consisting of:

- 1 externally assessed exam (1hour 45 minutes)
- 1 internally assessed piece of coursework (20 hours)

What post 16 career pathways/options?

Excellent qualification for a variety of apprenticeship disciplines.
Level 3 ICT qualification; Creative Media; GCSE Computer Science; A Level Computer Science

Creative Media BTEC | Option

Subject Lead: Mr R Kavanagh: rkavanagh@furnessacademy.co.uk

Course Description

The creative industries are now worth over £100 billion to the UK economy with the creative media sector being one of the fastest growing, dynamic and rewarding sectors to work in. Working in the creative media involves a wide range of practical processes, skills and techniques from broadcast media to increasingly interactive products and platforms involving new and emerging technologies.

As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming increasingly advanced. What has not changed is that media products still have the power to engage, enthral, intrigue and affect audiences.

The Creative Media Production course offers students an insight into the media world to understand how Media texts engage and target audiences.

Course Outline

Throughout the studies, students will learn to apply media language confidently to discuss techniques involved in media production and distribution as well as how to engage audiences as well as producing their own texts.

A BTEC first allows students to learn and develop their skills in the context of a vocational sector giving them a realistic understanding of how Media industries work. Tasks set are similar to those they might encounter if they were really working in the media industry itself and, along with clear deadlines, prepares them for the demands of life after school whether that be college, an apprenticeship or employment.

On this course students will:

- investigate different media products, such as audio/moving image, publishing and interactive design.
- explore creative media production processes and practices including planning, production and post production processes.
- develop digital media production skills and techniques.

The skills developed across this course:
Communication, design, planning, presentation, analysis, evaluation, creativity, critical thinking, culture, society, research, story-telling, technical production and post-production skills, social, cultural and political awareness, business, regulation and law.

Assessment

The study is split into 3 units:

Component 1 and 2 are used to demonstrate understanding of Media concepts and practical skills. Both are internally assessed and are weighted at 30% each of the final grade.

Component 3: Response to a Brief is an externally assessed examination taken at the end of the two year study, with pre-preparation using pre- release materials weighted at 40% of final mark.

This BTEC is equivalent to a GCSE.

What post 16 career pathways/options?

After students have finished the course, they may want to go on to further study such as A levels, Level 3 BTECS or a mixture of both. The skills gained from this course will also enable them to seek employment in the creative media industry as well as a whole range of other jobs outside the industry.

Music Level 2 Tech Award BTEC | Option

Subject Lead: Mrs M Larcombe: mlarcombe@furnessacademy.co.uk

Course Description

This course is for students who want to acquire subject specific knowledge and technical skills through vocational contexts by studying and developing their musical skills and techniques, and by responding to a music industry brief as part of their Key Stage 4 learning. The qualification enables learners to develop their skills, such as using musical elements, music creation, performance and music production, using realistic vocational contexts, and their personal skills, such as self-development, responding to a brief, planning and time management through a practical and skills-based approach to learning and assessment.

Course Outline

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. The main focus is on four areas of equal importance,

- development of key skills that prove learners' aptitude in music, such as responding to a musical brief using musical skills and techniques
- processes that underpin effective ways of working in the music sector, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production and performance to respond to a music brief
- attitudes that are considered most important in the music sector, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as musical skills and styles. This Tech Award complements the learning in GCSE programmes by broadening experience and skills participation in different types of musical techniques for different musical styles. The Tech Award gives learners the opportunity to apply knowledge and skills in a practical way through exploration and development of techniques and styles

Assessment

There are 3 units: Two that are internally assessed and one that is externally assessed:

Unit 1	Exploring Music Products and Styles	The aim is to develop understanding of different music products and techniques used to create them. They explore how musical elements, technology and other resources are used in creation, production and performance of music
Unit 2	Music Skills Development	Students develop technical, practical, personal and professional skills and specialise in at least 2 of the following; music performance, creating original music and music production.
Unit 3 (Core - external assessment)	Responding to a Music Brief	This allows the students to work to their strengths and apply the skills that they have learned through the course in a practical way. They will focus on an area in the industry and respond to a brief as a composer, performer or producer.

What post 16 career pathways/options?

There is the opportunity for further study with Level BTEC in Music.

Outdoor and Adventurous Activities BTEC | Option

Subject Lead: Mr C Maclean: cmaclean@furnessacademy.co.uk

Course Description

Whilst undertaking The Level 1/Level 2 Tech Award, the students will acquire sector-specific applied knowledge and skills They will explore the different types and providers of outdoor and adventurous activities and physical activity and the equipment and technology available for participation. They will also explore the different types of participants and their needs in order to gain an understanding of how to increase participation for others in outdoor activities and physical activity and further develop their knowledge and understanding of anatomy and physiology. The students will undertake practical sessions to develop their skills in planning and delivering outdoor and adventurous activity sessions to others. The qualification enables learners to develop their sector-specific skills, such as outdoor and adventurous activity instructors, sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment

Course Outline

Students will complete 3 units of work.

- **Component 1 -Preparing Participants to take part in Sport and Physical activity** –
  This includes the different types of physical activity and providers, the needs of participants, barriers to participation and ways to overcome these barriers. Equipment and technology required to take part in sport is also included. Learners will also develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a warm-up to prepare participants to take part in sport and physical activity.
- **Component 2 - Taking part and improving other participants sporting performance –**
  This includes the components of fitness and how they are used in different types of sport; practical participation in sport and the rules and regulations in sport and ways to improve other participants sporting performance through planning and delivery of sports drills and conditioned practices.
- **Component 3 - Developing Fitness to improve other participants performance in sport and physical activity** -
  This covers fitness testing, training and programming for different types of participants to improve their sport and physical activity performance.

Assessment

You will be assessed in two different ways –
Components 1 and 2 are assessed through non-exam internal assessment. The internal assessments are evidenced in the form of assignments set by the exam board, marked by the teachers and moderated by the exam board.
Component 3 is assessed in the form of a 90 minute external exam.
Practical sessions will cover a wide range of activities where students will be assessed on their performance, their ability to be an official and their leadership capabilities.

What post 16 career pathways/options?

Students who undertake this course can progress on to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as the BTEC National in Sport or BTEC National in Sport and Exercise Science, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Sport Sciences or teaching sectors.

Performing Arts – Acting (Drama) BTEC | Option

Subject Lead: Mr R Kitchin: rkitchin@furnessacademy.co.uk

Course Description

Whilst undertaking the BTEC Level 1/Level 2 Tech Award in Performing Arts – Acting, learners will acquire sector-specific applied knowledge and skills. They will develop a practical understanding of the performing arts industry, and the roles and responsibilities of the people involved in the performing arts sector. They will explore how professionals in the industry create and develop performances or designs for the stage, research professional theatre companies and practitioner's processes and develop their own skills in devising, designing, rehearsing and reproducing key performance work. The students will undertake practical sessions to develop their skills in planning and preparing workshop productions as a performer or designer. The qualification enables learners to develop their sector-specific skills in the fields of acting or design and allowing them to practise leadership skills, using realistic vocational contexts, and personal qualities, such as communication, planning, time-management and teamwork through a practical and skills-based approach to learning and assessment.

Course Outline

Learners will complete 3 units of work.

- **COMPONENT 1: Exploring the Performing Arts** - developing an understanding of acting (or design) within the performing arts industry studying leading practitioners' work and the processes used to create performance. Learners will develop an understanding and knowledge of the requirements of their chosen role as either an actor or a designer. Learners will examine a minimum of three professional works from at least three different styles of drama to understand why and how it was created.
- **COMPONENT 2: Developing Skills and Techniques in the Performing Arts** - development of performing arts skills and techniques through the reproduction of acting repertoire as performers or designers. they will need to develop technical and performance skills, interpretive skills and/or design skills, in relation to their chosen role. Learners will develop a practical understanding of theatrical styles and how to communicate creative intentions either through performance or their own designs for the stage.
- **COMPONENT 3: Responding to a Brief** - contributing to a workshop performance as either a performer or designer in response to a given brief and stimulus. Learners will work together in small groups to develop a performance in either an acting or design role. They will consider the target audience and how this shapes their response. They will begin the creative process, explore stimuli and generate ideas which can then be developed, rehearsed and/or refined in a workshopped stage performance.

Assessment

Students will be assessed in two different ways –

Components 1 and 2 are assessed through non-exam internal assessment. The internal assessments are evidenced in the form of assignments set by the exam board, marked by the teachers and moderated by the exam board.

Components 3 is assessed when students practical and written evidence submitted to an external examiner.

What post 16 career pathways/options?

Students who undertake this course can progress on to:
This course provides an excellent foundation for further study in related areas of the arts such as Drama and Theatre, Technical Theatre Arts, Media, Film and Television Students who study BTEC Performing Arts - Acting can go on to study Drama at Further Education Colleges, University or Drama school as it provides a great foundation for a career in Performing Art

Performing Arts – Dance BTEC | Option

Subject Lead: Mr C Maclean: cmaclean@furnessacademy.co.uk

Course Description

Whilst undertaking the BTEC Level 1/Level 2 Tech Award in Performing Arts – Dance, learners will acquire sector-specific applied knowledge and skills. They will develop a practical understanding of the performing arts industry, and the roles and responsibilities of the people involved in the performing arts sector with a focus on dance. They will explore how professionals in the industry create and develop dance performances, research professional dance companies and leading practitioner's processes and develop their own skills in choreographing, rehearsing and reproducing performances. The students will undertake practical sessions to develop their skills in planning and preparing workshop productions as a dancer. The qualification enables learners to develop their sector-specific skills in Dance and allows them to practise leadership skills, using realistic vocational contexts, and personal qualities, such as communication, planning, time-management and teamwork through a practical and skills-based approach to learning and assessment.

Course Outline

Learners will complete 3 units of work.

- **COMPONENT 1: Exploring the Performing Arts** - developing an understanding of dance within the performing arts studying leading dance practitioners' work and the processes used to create performance. Learners will develop an understanding and knowledge of the requirements of their role as a dancer. Learners will examine a minimum of three professional works from at least three different dance styles or genres to understand why and how it was created.
- **COMPONENT 2: Developing Skills and Techniques in the Performing Arts** - development of performing arts skills and techniques through the reproduction of dance repertoire as performers. Learners will need to develop technical, performance and interpretive skills, in relation to the role of a dancer. They will also develop a practical understanding of varied dance styles and how to communicate creative intentions through performance in practical lessons in varied dance styles.
- **COMPONENT 3: Responding to a Brief** - contributing to a workshop performance as a dancer in response to a given brief and stimulus. Learners will work together in small groups to choreograph and rehearse a dance performance displaying the skills and knowledge learnt in previous components. They will consider the target audience and how this shapes their response. They will begin the creative process, explore stimuli and generate ideas which can then be developed, rehearsed and refined in a workshopped dance performance.

Assessment

Students will be assessed in two different ways –

Components 1 and 2 are assessed through non-exam internal assessment. The internal assessment is evidenced in the form of assignments set by the exam board, marked by the teachers and moderated by the exam board. Evidence can be submitted through written or recorded work.

Components 3 is assessed when students practical and supporting written evidence is submitted to an external examiner.

What post 16 career pathways/options?

Students who undertake this course can progress on to:
This course provides an excellent foundation for further study in related areas such as Dance, PE, Theatre Studies and Drama. Students who study BTEC Performing Arts - Dance can go on to study Dance at Further Education Colleges and University as it provides a great foundation for a career in Performing Art

Religious Studies GCSE | Option

Subject Lead: Miss S Bainbridge: sbainbridge@furnessacademy.co.uk

Course Description

The course is designed to develop knowledge and understanding of religious and non-religious beliefs, such as atheism and humanism. Students will engage with questions of belief, value, meaning, purpose, truth, and their influence on human life. This will focus on areas such as abortion, euthanasia, capital punishment, crime and punishment and the ethics of war. They will reflect on and develop their own values, beliefs and attitudes and will contribute to their preparation for adult life in a pluralistic society and global community. We will focus on Christianity and Islam alongside Atheist and Humanist responses.

Course Outline

Students will study two of three units:

Religion and Ethics	**Religion, Peace and Conflict**	**Religion, Philosophy and Social Justice**
Belief in God	Belief in God	Belief in God
Marriage and the family	Crime and Punishment	Religious Experience
Living the Religious Life	Living the Religious Life	Living the Religious Life
Matters of Life and Death	Peace and Conflict	Equality

Assessment

Religious Studies qualification consists of three areas of study from which students will study two, which are then assessed through two externally set examination papers. The course is 100% examination. They will sit a 1 hour 45 minute examination in each unit.

What post 16 career pathways/options?

Business / international business - Marketing and management.
The government, foreign service, or the Peace Corps.
Police
Non-profit or non-governmental organisations.
Counselling and Social Work.
Education.

Science – Triple Award GCSE (Higher) | Option

Subject Lead: Miss E Coulter: ecoulter@furnessacademy.co.uk

Course Description

This course is only available as a guided choice. **Students will be told if they are eligible**.
The course allows students to broaden their scientific knowledge and will prepare students to continue studying science at A-level.

Course Outline

Students taking this option gain GCSE Biology, GCSE Chemistry, and GCSE Physics. The content covers the same topics as the GCSE combined science and then develops them further to bridge the gap between GCSE and A-Level. The extension material covers a range of scientific principles in topics such as; the brain, monoclonal antibodies, cloning, quantitative chemistry, titrations, space physics, electricity and electromagnetism.

Each GCSE has a range of practical work to engage students, with a number of specific experiments that are required to be completed by all students.

Assessment 

The course is linear and assessed 100% by examination in year 11.
There are two exam papers per GCSE; each paper lasts 1 hour 45 minutes.
If necessary, tiers can be changed according to strengths in each of the sciences.
A significant proportion of the course will assess mathematical and practical skills.

What post 16 career pathways/options?

A Level - Biology, Chemistry, Physics
Careers could include - Nurse, Doctor, Teacher, Dentist, Vet, Engineer, Lab Technician, Other Health care careers, research scientist, conservation management, environmental scientist, forensics, land and/or forestry managements, oceanographer, palaeontologist.

Spanish GCSE | Option

Subject Lead: Miss A Rothnie: arothnie@furnessacademy.co.uk

Course Description

Combining a language with other subjects can lead to a vast range of opportunities for further study and employment. Studying a GCSE in a foreign language improves communication, leadership, collaboration and problem-solving skills and also increases understanding of other cultures and customs.

This qualification will enable students to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. They will be expected to understand and provide information and opinions about their own experiences and those of other people, including people in countries/communities where Spanish is spoken.

There will also be opportunities to participate in exchanges or visits.

Course Outline

Theme 1: Identity and Culture
Theme 2: Local, national, international and global areas of interest
Theme 3: Current and future study and employment

Assessment

You will be assessed in the following four areas:

- **Listening**
- **Speaking**
- **Reading**
- **Writing**

What post 16 career pathways/options?

Should students wish to continue with their study of Spanish after GCSE level, a Grade 6 should enable them to access an A Level course. Spanish is ideal for careers in interpreting and translating, travel and tourism, the diplomatic services/MI5, marketing, journalism, media, fashion buying, law and BAE, to name just a few

Sport BTEC | Option

Subject Lead: Mr C Maclean: cmaclean@furnessacademy.co.uk

Course Description

Whilst undertaking The Level 1/Level 2 Tech Award in Sport the students will acquire sector-specific applied knowledge and skills. They will explore the different types and providers of sport and physical activity and the equipment and technology available for participation. The students will undertake practical sessions to develop their skills in planning and delivering sports activity sessions to others. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

Course Outline

Students will complete 3 units of work.

- **Component 1 -Preparing Participants to take part in Sport and Physical activity** –
  This includes the different types of physical activity and providers, the needs of participants, barriers to participation and ways to overcome these barriers. Equipment and technology required to take part in sport is also included. Learners will also develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a warm up to prepare participants to take part in sport and physical activity.
- **Component 2 - Taking part and improving other participants sporting performance –**
  This includes the components of fitness and how they are used in different types of sport; practical participation in sport and the rules and regulations in sport and ways to improve other participants sporting performance through planning and delivery of sports drills and conditioned practices.
- **Component 3 - Developing Fitness to improve other participants performance in sport and physical activity** -
  This covers fitness testing, training and programming for different types of participants to improve their sport and physical activity performance.

Assessment

Students will be assessed in two different ways –

Components 1 and 2 are assessed through non-exam internal assessment. The internal assessments is evidenced in the form of assignments set by the exam board, marked by the teachers and moderated by the exam board.
Component 3 is assessed in the form of an external exam.
Practical sessions will cover a wide range of activities where students will be assessed on their performance, their ability to be an official and their leadership capabilities.

What post 16 career pathways/options?

Students who undertake this course can progress on to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as the BTEC National in Sport or BTEC National in Sport and Exercise Science, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Sport Sciences or teaching sectors.

Travel and Tourism BTEC | Option

Subject Lead: Mrs K Moody: kmoody@furnessacademy.co.uk

Course Description

The travel and tourism sector is recognised globally as being fast-paced and dynamic, providing a range of employment opportunities both directly and indirectly across the world. This course will give students the opportunity to develop knowledge and technical skills in a practical learning environment. They will also develop key skills through vocational contexts, by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements, and the influences on global travel and tourism.

The course may include some trips to enable students to complete case studies and coursework.

Course Outline

Students will study the following three mandatory units, covering the underpinning knowledge and practical skills required to work in the industry:

- Component 1: Travel and Tourism Organisations and Destinations – non-exam internal assessment
- Component 2: Customer Needs in Travel and Tourism – non-exam internal assessment
- Component 3: Influences on Global Travel and Tourism – external examination

Assessment

Component 1: Travel and Tourism Organisations and Destinations. In this component, students will investigate travel and tourism organisations, their aims and how they work together. They will explore types of travel and tourism, the features that make destinations appealing to visitors and different travel routes.

Component 2: Customer Needs in Travel and Tourism. In this component, students will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences. They will apply their understanding by selecting products and services and planning a holiday to meet customer needs and preferences.

Component 3: Influences on Global Travel and Tourism. In this component, students will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. They will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

What post 16 career pathways/options?

The sector-specific skills and knowledge will provide a sound basis for progression to further study of this sector at level 3 through a vocational qualification such as A BTEC National in Travel and Tourism, or an apprenticeship in either travel and tourism or hospitality.