



AQA GCSE Business

Course overview

GCSE AQA Business is an engaging and practical course that introduces students to the world of business. The course equips learners with the knowledge and skills to understand how businesses operate, the challenges they face, and the decision-making processes that drive their success. Students are 'put into the shoes' of an advisor and must advise business owners or managers of the best form of action. The course is ideal for students who are curious about entrepreneurship, management and economic factors which influence both business and society. There are six units are studied over two years.

Units covered include:

1. **Business in the real world** – Discovering the basics of business such as ownership methods, stakeholders, methods of growth and economies of scale.
2. **Influences on business** – Assessing a range of external factors that can affect the actions of a business such as politics, economic factors, social and technological influences.
3. **Operations** – Looking into the world of logistics and manufacturing in areas such as Job, Flow and Lean production.
4. **Human Resources** – Understanding different motivational techniques, recruitment and selection methods and training strategies such as on-the-job and off-the-job.
5. **Finance** – Creating break-even and cashflow forecasts, calculating different types of profit and exploring different sources of finance.
6. **Marketing** – Discovering market research techniques, understanding of the marketing mix and the strategies a business can use.

Assessment

Two exam papers

Paper 1 - Written exam: 1 hour 45 minutes (90 marks) • 50% of GCSE

Covering the following topics:

- Business in the real world • Influences on business • Business operations • Human resources

Paper 2 - Written exam: 1 hour 45 minutes (90 marks) • 50% of GCSE

Covering the following topics:

- Business in the real world • Influences on business • Marketing • Finance

Exam content:

- Section A has multiple choice questions and short answer questions worth 20 marks.
- Section B has one case study/data response stimuli with questions worth approximately 34 marks.
- Section C has one case study/data response stimuli with questions worth approximately 36 marks.

Future Routes

With the skills and knowledge built up at GCSE many of our past students have furthered their studies with us at A-Level studying Business and have enjoyed the variety of topics studied. Many past students have subsequently moved on to successfully complete University courses or degree apprenticeships (fully funded by their employer) in areas such as Marketing, Management and Finance. Students have then began working for a range of companies including Siemens and PWC Plc.



OCR Enterprise and Marketing

Course overview

The OCR Level 2 Cambridge National in Enterprise and Marketing is an engaging and practical course designed for students who are interested in the world of business. This qualification provides an excellent introduction to business operations, marketing, and enterprise. It is ideal for learners who enjoy hands-on activities and want to develop knowledge and skills applicable to real-world business scenarios. Students need to organise their work through a series of separate tasks to then collate later ready for coursework submission. Students need to be highly organised for this course.

RO67 - Exam This unit introduces students to essential aspects of starting and running a small business.

Key topics include:

- Characteristics of successful entrepreneurs
- Identifying and understanding customer needs through market research
- Elements of the marketing mix and their application
- Financial considerations, including revenue, costs, and profit.
- Different types of business ownership and sources of finance

RO68 - Coursework Within this unit, students apply their knowledge to develop a viable business proposal. This involves:

- Conducting market research.
- Designing a product or service that meets identified customer needs.
- Creating a pricing strategy based on cost analysis and market conditions.
- Assessing the financial viability of the proposed business idea

RO69 - Coursework This unit focuses on marketing strategies and pitching techniques. Students will:

- Develop a brand identity for their product or service.
- Create promotional materials to support their business proposal.
- Plan and deliver a professional pitch to an audience, demonstrating effective communication and presentation skills.
- Reflect on feedback to evaluate and improve their business proposal.

Assessment

- R067 Enterprise and marketing concepts (Exam) (40% of overall mark)
- R068 Design a business proposal (Coursework) – completed in Year 10 (30% of overall mark)
- R069 Market and pitch a business (Coursework)– Completed at the end of Year 10. (30% of overall mark)
- Coursework cannot be completed at home as it needs to be under teacher supervision, therefore good attendance is critical for success in this qualification.

Future Routes

With the skills and knowledge built up at GCSE many of our past students have furthered their studies with us at A-Level studying Business and have enjoyed the variety of topics studies. Many past students have subsequently moved on to successfully complete University courses or degree apprenticeships (fully funded by their employer) in areas such as Marketing, Management and Finance. Students have then began working for a range of companies including Siemens and PWC Plc.



GCSE DRAMA

We have designed the curriculum to ensure as many opportunities as possible for students to do what they like best; participate in performance both from published play scripts and through the creation of their own work.

Students can choose to develop as a:

- Performer
- designer (lighting, sound, set, costume, puppets)
- performer and designer.

Course overview

Exam board AQA

Component 1: Understanding drama

Knowledge and understanding of drama and theatre

80 Marks

40%

Study of one set play: Blood Brothers

Analysis and evaluation of the work of live theatre makers

Assessment: Written exam: 1 hour and 45 minutes

Open book.

Component 2: Devising drama (practical)

Process of creating devised drama

80 Marks

40%

Performance of devised drama (**students may contribute as performer or designer**)

Analysis and evaluation of own work

Devising log (60 marks)

Devised performance (20 marks)

This component is marked by teachers and moderated by AQA.

Component 3: Texts in practice (practical)

40 Marks

20% GCSE

Performance of two extracts from one play (students may contribute as performer or designer)

Performance of Extract 1 (20 marks) and Extract 2 (20 marks)

This component is marked by AQA.

Future Routes

A level theatre studies, or a Level 3 BTEC in Performing or technical theater Arts is a natural route following GCSE Drama.

However, it is our intention to engage and encourage students to become confident performers and designers with the skills they need for a bright and successful future regardless of their intended career path. Our students will learn to collaborate with others, think analytically and evaluate effectively. They will gain the confidence to pursue their own ideas, reflect and refine their efforts. It is our intention for our students to emerge with a toolkit of skills, both theatrical and transferable, to expand their horizon, so whatever their future holds they are equipped for further studies or the workplace.



Geography

Course overview

Our course is taught in alternating physical and human topics, providing exciting and different subjects throughout the two years of study. Geographers will develop written, graphical skills and practise specialised exam technique throughout. Students will have one teacher across their two years of study and there is no coursework. GCSE Geographers will also take part in two field days to prepare them for Paper 3. There is nothing better than fish and chips by the seaside with lashings of geography learning out in the field!

In **Physical Geography** we study *The Living World*, *The Challenge of Natural Hazards* and *UK Physical Landscapes*. Students will engage in innovative lessons to look at these topics all including opportunities for group work and individual exploration. In the Living World areas range from the deforestation of the Amazon and how we should protect this vital habitat, to the use of Hot Deserts across the globe. The destructive power of planet Earth and the science behind climate change along with the battle to secure a sustainable future are just some the areas studied in The Challenge of Natural Hazards. While in UK Physical Landscapes we look at the beauty of our marvellous coastline and rivers, understand how they came to be and look at how we have a role in protecting these changing, dynamic landscapes.

In **Human Geography** we study *Urban Issues and Challenges*, *The Changing Economic World* and *The Challenge of Resource Management*. Students will have the chance to study cities across the globe, looking at their sustainability and viability in our changing world. Lessons will visit Mumbai in India, UK cities such as London and Birmingham and the exciting changes to urban living in places like Hull and Frieberg, Germany. Understanding the global economy and the importance of development is a key part of The Changing Economic World. Students will get to learn about Nigeria, strategies that help low-income countries improve their economies and the future of the UK's economy too. Finally, students will look at the importance of food, water and energy to the world and the UK. Reflecting Lincolnshire's important rural economy, we will specialise in food and how food production is changing in a fast-paced world where everyone needs feeding!

Assessment

Exam board AQA

Paper 1: Living with the Physical Environment - 1h 30 mins - 35% of GCSE

Paper 2: Challenges in the Human Environment - 1h 30 mins - 35% of GCSE

Paper 3: Geographical Applications – 1h 30mins - 30% of GCSE

Paper 1 topics: Living World, The Challenge of Natural Hazards, UK Physical Landscapes (rivers and coasts)

Paper 2 topics: Urban Issues and Challenges, The Changing Economic World, The Challenge of Resource Management

Paper 3 topics: Questions on a pre-release booklet, general fieldwork, their own fieldwork (Hornsea and Cleethorpes)

Future Routes

In an ever-changing world, Geography remains the most employable degree subject that a student can take. So as GCSE students look to the future, geographers are well placed to help identify and address economic, environmental and social challenges at a range of scales. This includes issues such as climate change, migration, inequality, geopolitics, and natural disasters. This consistently makes geographers integral in all our futures.

Businesses, governments and individuals will need to tackle the changing landscape of the world and students who have studied Geography will be employable, knowledgeable and well placed to adapt in the future.



OCR Cambridge Nationals Creative iMedia (J834)

Course overview

The course is made up of 3 units:

R093: Creative iMedia in the Media Industry

Students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include: The media industry; factors influencing product design; pre-production planning; and distribution considerations.

R094: Visual Identity and Digital Graphics

Students will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include: developing visual identity; plan digital graphics for products; and create visual identity and digital graphics.

R097: Interactive Digital Media

Student will learn how to plan, create and review interactive digital media products. Topics include: planning interactive digital media; creating interactive digital media; and reviewing interactive digital media.

Assessment

R094: Visual Identity and Digital Graphics

- Coursework unit
- 25% of the final grade
- Starts in September of Year 10, moderated in the January and May (of Year 10)

R097: Interactive Digital Media Product

- Coursework unit
- 35% of the final grade
- Starts in June of Year 10, moderated in the January and May of Year 11.

R093: Creative iMedia in the Media Industry

- Exam
- 40% of the final grade
- May/June of Year 11

Future Routes

The knowledge and skills students develop will help to progress onto further study in the media industry. This may be other vocational qualifications including the Level 3 OCR Cambridge Technicals in Digital Media and/or Information Technology; the T Level Qualification in Digital Production Design and Development or Media, Broadcast and Production; or the Media and Broadcast Assistant Pathway Apprenticeship. The qualification also helps to develop other transferable skills including creative thinking, digital presentation, planning and problem solving that will be valuable in other life and work situations.



Edexcel GCSE Computer Science (1CP2)

Course overview

The course is made up of 6 topics:

- **Topic 1: Computational Thinking** – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
- **Topic 2: Data** – understanding of binary, data representation, data storage and compression.
- **Topic 3: Computers** – understanding of hardware and software components of computer systems and characteristics of programming languages.
- **Topic 4: Networks** – understanding of computer networks and network security.
- **Topic 5: Issues and Impact** – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.
- **Topic 6: Programming** - understanding what algorithms are, what they are used for and how they work in relation to creating programs; understanding how to decompose and analyse problems; ability to read, write, refine and evaluate programs.

It is important to want to learn how to code in Python and have a good understanding of Maths if you wish to study GCSE Computer Science. This course won't teach you how to hack or make computer games.

Assessment

Paper 1: Principles of Computer Science

- Written Paper (75 marks)
- 1h 30 mins
- 50% of GCSE
- Covers Topics 1-5 of the course.

Paper 2: Application of Computational Thinking

- Onscreen Exam (75 marks)
- 2hrs
- 50% of GCSE
- Covers Topic 6 of the course.

Future Routes

Students can progress from this qualification to:

- Further studies, for example A Levels, a BTEC in Computer Science
- Employment, where further training may be available.



GCSE Physical Education

How is this qualification assessed?

Exam board – AQA – 8582 - aqa.org.uk/pe

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course

Paper 1: The human body and movement in physical activity and sport, written Paper- 1h 15 mins

30 % of GCSE - 78 marks. Combination of multiple choice, short answer and extended writing questions - Applied anatomy and physiology, movement analysis, physical training and use of data

Paper 2: - Socio-cultural influences and well-being in physical activity and sport, written Paper 1h 15 mins

30 % of GCSE - 78 marks. Combination of multiple choice, short answer and extended writing questions. Sports psychology, socio-cultural influences, health, fitness and well-being and use of data

Non-exam assessment: Practical performance in physical activity and sport

Practical performance in **three different physical activities** in the role of player/performer (one in a **team** activity, one in an **individual** activity and a third in either a team or in an individual activity). **40% of GCSE**

- Analysis and evaluation of performance to bring about improvement in one activity. For each of their three activities, students will be assessed in skills in progressive drills (10marks per activity) and in the full context (15 marks per activity).
- Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity. This is done via a written piece of coursework.

Future Routes

Many of our students study further Physical Education at A level at William Farr or study BTEC, CNAT and other diplomas. Pathways often include, sports science, physiotherapy, sports management, forces etc.



History

Course overview

History matters. This is why our GCSE qualification encompasses a wide range of themes, historical events and eras, so students can understand the past and its impact on the world around us. Our history course offers different exciting history units.

Paper 1: Thematic study and historic environment: *The development of Medicine in Britain, c1250-present and the British sector of the Western Front, 1914-18: injuries, treatment and the trenches.*

In this Paper we examine the development of medicine from 1250 to the present day. We look at what people in different periods of history thought was the cause of disease from the medieval belief in the Theory of the Four Humours and the movement of the planets to Pasteur's development of germ theory. We examine how people have struggled to find cures, prevent illness and have attempted surgery. ***In the study of the British Sector in the First World War*** we examine the role played by trench warfare in producing different deadly injuries like trench foot and gas gangrene, and the innovative medical solutions like plastic surgery that were developed to save lives during this time.

Paper 2: B1: British depth study: Anglo-Saxon and Norman England, c1060-88

In this Paper we examine England under the Anglo-Saxons, their government, economy and their highly developed society. The paper examines the impact of the death of Edward the Confessor, the rivals to the throne and the invasion and bloody conquest of England by the ambitious and cruel William Duke of Normandy. This is a violent period of our history, and its effects can still be seen today.

P2: Period study: The American West, c1835-c1895.

This is an exciting period of American history, and we use active learning to examine the reasons for the development of the American West, the stories of the different groups who went west, problems of law and order, the life of the cowboy and the impact of all this on the life of the indigenous people of the Plains.

Paper 3: Modern depth study: Weimar and Nazi Germany 1918-1939

We examine Germany after the First World War and the challenges facing the new democratic government. We explore the reasons for the growth of the Nazi party and how and why the Nazis were able to maintain control. This includes Nazi development of the police state, the role of the Gestapo, the SS and concentration camps. We also study what life was like in Nazi Germany and their attitudes towards women and children.

Assessment

Exam board Edexcel

Paper 1: Thematic study and historic environment:

Written examination: 1 hour and 20 minutes. 30% of the qualification. 52marks.

Paper 2: Period study and British depth study

Written examination: 1 hour and 50 minutes. 40% of the qualification. 64 marks.

Paper 3: Modern depth study:

Written examination: 1 hour and 30 minutes. 30% of the qualification. 52 marks.

Future Routes

History is a highly regarded subject and history graduates are much sought after for their essential analytical and critical thinking skills. Students with history have a wide variety of career paths open to them from law, IT, business, journalism, the police force, working in public history and in the heritage sector.

The skills of critical analysis, contextual understanding and persuasive communication are indispensable in sectors that require strategic thinking and problems solving on a global scale. They are essential also in a period where fake news and the difference between fact and opinion is often blurred.



Physical Education: Cambridge National Certificate in sports studies J829(OCR)

Course overview

- **R184 Contemporary issues in sport (Max 80)**
A mixture of multiple choice, short answer and one extended answer question.
 - TA1. Issues which affect participation in sport
 - TA2. The role of sport in promoting values
 - TA3. The implications of hosting a major sporting event
 - TA4. The role of NGB's in the development of sport
 - TA5. Use of technology in sport
 - **R185 Developing sports skills. (Max 80)**
 - TA1. Key components of performance (two sports)- Supported by a participation logbook and teacher written observation record
 - TA2. Applying practice methods to support improvement in a sporting activity
 - TA3. Organising and planning a sports activity session
 - TA4. Leading a sports activity session
 - TA5. Reviewing your own performance in planning and leading a sports activity session
 - **R187 Increasing awareness of Outdoor and Adventurous Activities (Max 40)**
 - TA1. Local and National provision for OAA activities
 - TA2. Equipment, clothing and safety aspects of participating in OAA activities
 - TA3. Planning for, and being able to participate in OAA activities
 - TA4. Evaluate participation in OAA activities

20% weighting of overall course.
- 40% weighting of overall course
- 40% weighting of overall course
- 20% weighting of overall course

Assessment

- R184 contemporary issues in sport is assessed by **one examination**, with expected entry in January of Year 11.
- R185 Developing sports skills is assessed through a combination of practical performance, planning and delivery of a leadership session and a written review of performance in sport. Expected submission January of Year 11
- R187 is assessed through a combination of written coursework, and one practical performance. Expected submission May of Year 10.

Future Routes

- Students who have completed this course go on to study Level 3 qualifications



Design and Technology: Design Engineering [Systems route] (1DT0-1D)

Course overview

The GCSE Design Engineering course is designed to inspire and support students interested in careers in Engineering and Design industries. In Year 10 we cover the content required for the final exam, through three key projects; Sweet Dispenser (September to October), Robot Wars (October to January), Theme Park (February to May). This structure ensures that theory is relevant and timely.

While designing and making are key components, they serve as evidence of applied knowledge rather than the sole focus. To support this, subject content is emphasised, as the written exam assesses understanding.

Theory lessons take place weekly, with teachers delivering content aligned with the specification. Resources including PowerPoint presentations, are uploaded to the VLE and Microsoft Teams for homework and revision. These in-house materials are tailored to our course and a point of pride.

Practical work and skills development in Year 10 build a strong foundation for the Non-Examined Assessment (NEA) which accounts for 50% of the final grade. Students engage in 2D and 3D CAD (Computer Aided Design), Arduino IDE (C++ coding), TinkerCAD circuit schematic software, functional card models and maquettes, and real-life trials with Arduino circuit modules as well as use of 3D Printing and Laser Cutter CAM (Computer Aided Manufacture) machinery.

The NEA begins on 1st June nationally and is externally set by the exam board. Students select one 'Contextual Challenge' from a list of six, then follow a structured process; researching the context, developing and iterating an idea through to a final design working prototype, and evaluating the product. Students are expected to provide materials for their final product, with guidance is given from teachers and the technical support staff.

The Pearson Edexcel Design and Technology course is a broad foundation, including general Design and Technology knowledge alongside the Systems content. The final exam consists of 40% Core Design and Technology knowledge, and 60% Systems specialism. Collectively, the exam counts for 50% of the final grade.

Assessment

Non-Examined Assessment: 50% of the final grade (June of Year 10 to March of Year 11)

Written Paper: 50% of the final grade (1hr 45min)

Future Routes

A-Level Design and Technology: Design Engineering (William Farr Sixth Form)

A-Level Design and Technology: Product Design (William Farr Sixth Form)

Students that complete an A-Level in Design Engineering at William Farr Sixth Form have gone on to study:

BEng (Hons) degree in any Engineering course; Electrical, Electronic, Mechanical, Mechatronic, Robotics, Automotive, Motorsport, Materials, Energy, Structural, Civil, Design Engineering.

Students can go on to further education to follow a Level 3 course in Engineering at Lincoln College.



Design and Technology: Fashion and Textiles [Textiles route] (1DT0-1E)

Course overview

The GCSE Fashion and Textiles course is designed to inspire and support students interested in careers in Fashion, and Textiles Communication industries. In Year 10 we cover the content required for the final exam, through three key projects; Zip-Up Bag (September to October), Short Shorts (October to January), Dress a Girl (February to May). This structure ensures that theory is relevant and timely.

While designing and making are key components, they serve as evidence of applied knowledge rather than the sole focus. To support this, subject content is emphasised, as the written exam assesses understanding.

Theory lessons take place weekly, with teachers delivering content aligned with the specification. Resources including PowerPoint presentations, are uploaded to the VLE and Microsoft Teams for homework and revision. These in-house materials are tailored to our course and a point of pride.

Practical work and skills development in Year 10 build a strong foundation for the Non-Examined Assessment (NEA) which accounts for 50% of the final grade. Students engage in use of sewing machines, overlockers and CAM (Computer Aided Manufacture) Embroidery machine, as well as traditional hand sewing, hemming, seams, pleats, tucks and gathers, to design and make garments underpinned by garment construction methods and decorative techniques batik, applique, tie-dye and resist dying. Students also learn fashion drawing skills and 2D CAD (Computer Aided Design) to support their communication of their design work.

The NEA begins on 1st June nationally and is externally set by the exam board. Students select one 'Contextual Challenge' from a list of six, then follow a structured process; researching the context, developing and iterating an idea through to a final design working prototype, and evaluating the product. Students are expected to provide materials for their final product, with guidance is given from teachers and the technical support staff.

The Pearson Edexcel Design and Technology course is a broad foundation, including general Design and Technology knowledge alongside Systems content. The final exam consists of 40% Core Design and Technology knowledge, and 60% Textiles specialism. Collectively, the exam counts for 50% of the final grade.

Assessment

Non-Examined Assessment: 50% of the final grade (June of Year 10 to March of Year 11)

Written Paper: 50% of the final grade (1hr 45min)

Future Routes

Many of our students go on to further education to follow a Level 3 extended diploma in Fashion Design UAL (University of the Arts London) at Lincoln College

A-Level Design and Technology: Fashion and Textiles (other Sixth Form providers)

A-Level Graphic Communication (William Farr Sixth Form)



GCSE Food Preparation and Nutrition (8585)

Course overview

The GCSE Food Preparation and Nutrition course is designed to inspire and support students interested in careers in a wide range of Food-based industries. In Year 10 we cover the content required for the final exam, including Food, nutrition and health, Food science, Food safety, Food choice and Food provenance, whilst building skills and dishes to support knowledge in theory lessons, which ensures that theory is relevant and timely.

Whilst preparing and cooking dishes are key components, they also serve as evidence of applied knowledge rather than the sole focus. To support this, subject content is emphasised, as the written exam assesses understanding.

Theory lessons take place weekly, with teachers delivering content aligned with the specification. Resources including PowerPoint presentations, are uploaded to the VLE and Microsoft Teams for homework and revision. These in-house materials are tailored to our course and a point of pride.

Food Practical work and skills development in Year 10 build a strong foundation for the Non-Examined Assessment (NEA) components which accounts for 50% of the final grade. Students work on two NEA tasks as part of their final grade. Task 1 is a Food investigation (15% of the final grade) and Task 2 – Food preparation assessment (35%). Students have the opportunity to practice their skills and articulating their knowledge through a mock NEA for both components in Year 10, before embarking on the live NEA components in Year 11.

Food preparation skills include knife skills, preparing fruits and vegetables, use of the cooker, use of equipment, cooking methods, prepare-combine-shape, sauce making, tenderising and marinating, dough, raising agents, setting mixtures and general practical skills.

Assessment

Non-Examined Assessment Task 1: 15% of the final grade (Year 11)

Non-Examined Assessment Task 2: 35% of the final grade (Year 11)

Written Paper: 50% of the final grade (1hr 45min)

Future Routes

Lv3 Diploma in Food Science and Nutrition (Other Sixth Form providers)

Students can go on to further education to follow a Level 3 course in Hospitality and Catering (Lincoln College)



GCSE Design and Technology - Graphic Communication (Art Route)(8203)

Course overview

The GCSE Graphic Communication course is designed to inspire and support students interested in careers in a wide range of graphic based industries, including Graphic Design, Advertising, Animation, Brand Identity, Design for Print, Game Design and Illustration. In Year 10 we cover the skills content required for the assessed units, through three key projects; Typography (Lettering), Chocolate Packaging, Movie Poster. Students use Adobe Illustrator software which is an industry standard piece of software that is used across our subject up to A-Level and through to further study at University and into industry. This structure ensures that skills are relevant and timely and builds on previous skills throughout the year.

Practical work and skills development in Year 10 build a strong foundation of skills for the Portfolio (Non-Examined Assessment) and the Exam portfolios which accounts for 60% and 40% respectively. Students engage different skills and techniques using Adobe Illustrator.

The Portfolio (NEA) begins at Easter of Year 10 and is where students select a project of their choice, then follow a structured process; researching the context, developing and iterating an idea through to a range of final outcomes. Work is submitted for assessment in December (Year 10)

On the 1st January is externally set and issued by the exam board, where students follow a portfolio approach which culminates in a 2-day, 10-hour timed exam in April/May where students work on their final outcomes under exam conditions.

Assessment

Portfolio (Non-Examined Assessment): 60% of the final grade (Easter of Year 10 to December of Year 11)

Externally set assignment (Exam Project): 40% of the final grade (January of Year 11 to May of Year 11)

Future Routes

A-Level Graphic Communication (William Farr Sixth Form)

Students that complete an A-Level in Graphic Communication at William Farr Sixth Form have gone on to study:

BA (Hons) degrees in Graphic Design, Graphic Communication, Illustration courses at leading universities.

Students can go on to further education to follow a Level 3 course in Graphics and Games Design courses (Lincoln College)



Design and Technology: Product Design [Timbers route] (1DT0-1F)

Course overview

The GCSE Design Engineering course is designed to inspire and support students interested in careers in a wide range of 3D Design routes, including Product Design, Industrial Design, Furniture, Architecture, Prop Design industries. In Year 10 we cover the content required for the final exam, through three key projects; Pizza Cutter (September to October), Lamp (October to January), Working From Home (February to May). This structure ensures that theory is relevant and timely.

While designing and making are key components, they serve as evidence of applied knowledge rather than the sole focus. To support this, subject content is emphasised, as the written exam assesses understanding.

Theory lessons take place weekly, with teachers delivering content aligned with the specification. Resources including PowerPoint presentations, are uploaded to the VLE and Microsoft Teams for homework and revision. These in-house materials are tailored to our course and a point of pride.

Practical work and skills development in Year 10 build a strong foundation for the Non-Examined Assessment (NEA) which accounts for 50% of the final grade. Students engage in traditional woodworking skills, some metal and polymer manufacturing as well as 2D and 3D CAD (Computer Aided Design), functional card models and maquettes, as well as use of 3D Printing, Laser Cutter, CNC Router CAM (Computer Aided Manufacture) machinery.

The NEA begins on 1st June nationally and is externally set by the exam board. Students select one 'Contextual Challenge' from a list of six, then follow a structured process; researching the context, developing and iterating an idea through to a final design working prototype, and evaluating the product. Students are expected to provide materials for their final product, with guidance is given from teachers and the technical support staff.

The Pearson Edexcel Design and Technology course is a broad foundation, including general Design and Technology knowledge alongside the Timbers content. The final exam consists of 40% Core Design and Technology knowledge, and 60% Systems specialism. Collectively, the exam counts for 50% of the final grade.

Assessment

Non-Examined Assessment: 50% of the final grade (June of Year 10 to March of Year 11)

Written Paper: 50% of the final grade (1hr 45min)

Future Routes

A-Level Design and Technology: Product Design (William Farr Sixth Form)

A-Level Design and Technology: Design Engineering (William Farr Sixth Form)

A-Level Graphic Communication (William Farr Sixth Form)

Students that complete an A-Level in Product Design at William Farr Sixth Form have gone on to study:

BA and BSc (Hons) degrees in Product Design, Industrial Design, Furniture Design, Architecture, Mechanical Engineering, Materials Engineering and Design Engineering courses at leading universities.

Students can go on to further education to follow a Level 3 course in Trades although it is not a direct continuation



GCSE Music

Course overview

GCSE Music with Edexcel Pearson is an exciting, creative course that lets you explore the world of music in a hands-on way! You will have the opportunity to develop your skills as both a performer and a composer, while diving into a variety of music genres from classical to contemporary. Throughout the course, you will study four key areas: Performance, Composition, Listening, and Appraising. You will perform solo and in groups, compose original music, and explore different musical styles and techniques. The course includes practical assessments, written exams, and the chance to work with instruments and music technology. Whether you are passionate about singing, playing instruments, or creating new music, you will find your voice and develop your musical talents. This GCSE is not just about learning theory – it is about living music, making music, and sharing it with others!

Assessment

Exam board Edexcel

Component 1: Performance – 1 solo and 1 ensemble, 4 minutes in length - 30% of GCSE

This component is marked by teachers and moderated by Edexcel.

Component 2: Composition – 1 composition based on a brief and 1 free composition - 3 minutes in length - 30% of GCSE

This component is marked by teachers and moderated by Edexcel.

Component 3: Appraising – 1 hour 45 minutes - 40% of GCSE

This component is marked by Edexcel.

Future Routes

A GCSE in Music opens up a world of exciting career opportunities for students passionate about music. Whether you want to perform, create, or work behind the scenes, this qualification can set you on a path to a wide range of careers in the music industry and beyond. Here are some potential future routes:

- Musician/Performer (solo or in a band/orchestra)
- Music Producer or Sound Engineer
- Composer or Songwriter
- Music Teacher or Educator
- Music Therapist
- Event Coordinator for Concerts/Festivals
- Music Journalist or Critic
- Music Technologist (e.g., working with music software)

With further study and training, these roles can lead to rewarding careers in the dynamic world of music, entertainment, and media!



Triple Science

Course overview

The Triple Science GCSE (Gateway Science) qualification provides the foundation for understanding the material world. Students are introduced to various key concepts in Biology, Chemistry and Physics, and develop their understanding of how these ideas can help describe diverse and complex natural phenomena.

Students will study three separate GCSEs in Biology, Chemistry and Physics. The course is ideal for those students who wish to extend their study of science into greater breadth.

The course will encourage students to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them.

Assessment

Assessment consists of two examined papers for each Science (six in total) that are externally assessed. Students are entered for either the Foundation tier or Higher tier.

Exam Board OCR - Gateway

Paper 1(F)/7(H) (Biology) - 1 hour 10 mins - 16.7% of GCSE (Assesses content from topics B1-B3)

Paper 2(F)/8(H) (Biology) - 1 hour 10 mins - 16.7% of GCSE (Assesses content from topics B4-B6)

Paper 3(F)/9(H) (Chemistry) - 1 hour 10 mins - 16.7% of GCSE (Assesses content from topics C1-C3)

Paper 4(F)/10(H) (Chemistry) - 1 hour 10 mins - 16.7% of GCSE (Assesses content from topics C4-C6)

Paper 5(F)/11(H) (Physics) - 1 hour 10 mins - 16.7% of GCSE (Assesses content from topics P1-P3)

Paper 6(F)/12(H) (Physics) - 1 hour 10 mins - 16.7% of GCSE (Assesses content from topics P4-P6)

Key Practical skills (CS7) will be assessed throughout each of these papers.

Future Routes

Many students that choose Triple Science as an option do so as a precursor to studying one or more of the science subjects at A-Level. It is not, however, essential to study Triple Science before studying an A-Level in science.

Previous Triple Science students have stated, however, that there is certainly a benefit having followed that route.

The skills that students develop whilst studying Triple Science will also be beneficial for further study in any subject as well as other non-academic routes.



[AQA GCSE ART]

Course overview

During the two-year course students will work on a range of coursework projects, and will experiment with a wide range of medias, techniques, and processes. Examples of media include clay, wax, oil paint, acrylic paint, lino printing, dry point etching, gelli printing, 3D craft, Mixed Media Art. Students will learn how to research and critically analyse the work of artists/ designers and in turn reflect on their own ideas and intentions. Students learn how to present their work on sheets, considering effective composition. Students use supporting sketchbooks that document their research, analysis, evaluation, experimentation, and developments. Students pursue routes that interest them, exploring media and themes as they refine their ideas. GCSE Art students create projects that are experimental, exciting and that conclude in personal and meaningful outcome(s.)

Assessment

- 60% Coursework. Deadline for submission: **End of March in year 11.**
- 40% Exam. Externally set paper. **Students are given their exam paper in the January of year 11.**

The exam paper is released in the January of year 11, students choose one starting point from a choice of seven externally set titles. Students will develop their project, following the four assessment objectives, creating their final piece(s) in a 10 hour exam at the exam of the course.

There are 4 assessment objects, each worth 25%. Each AO is marked out of 24, with a total maximum score of 96.

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.
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Future Routes

William Farr 6th form run a highly successful ALevel Art course, students are introduced to a variety of medias, techniques and process which include painting, drawing, 3D work, printmaking and experimental mixed media work. Students complete a Personal Investigation for their coursework 60% and an exam project (externally set) which is worth 40%. Each year students put on an exhibition in the main school hall. Students often then go on to study Art, or a related course at university. Students can then progress on to work in a range of creative careers including Animator, Professional Artist, Filmmaker, Set Design, Art Therapist, Illustration, Digital Illustrator, Architect, Ceramicist, Sculptor, Jeweller, Prop designer, Web designer, Tattoo artist, Special Effects Artist, Art Historian, Art Critic, Art Curator, Commercial Artist, Model maker, Festival design etc.



French

Course overview

The GCSE French course builds on your knowledge from Key Stage 3. You will develop your understanding of the language as well as your ability to speak and write it. You will explore French speaking countries and cultures, providing life skills and confidence to travel and work abroad. The understanding of language that you build will help you to access further languages much more easily. The heart of the GCSE is communication, both spoken and written. You will develop the ability to understand social cues and cultural context and it will build your confidence in all aspects of your life as a result.

The themes that we cover are:

My personal world	Lifestyle and wellbeing	My neighbourhood
Media and technology	Studying and my future	Travel and tourism

Assessment

Exams based:

Paper 1: Listening – 45 minutes Foundation; 60 minutes Higher. These are general comprehension and a short dictation - 25% of GCSE

Paper 2: Speaking – 15 minutes preparation time. A read out loud task, one minute role play, describe a picture card and then a conversation in French (Fn 3 minutes, Hr 5 minutes)– 25% of GCSE. You will receive additional support through small group speaking sessions with our Language Assistant.

Paper 3: Reading and translation French into English– 45 minutes Foundation; 1 hour Higher – 25% of GCSE. These are similar to the text comprehension tasks in Year 9.

Paper 4: Writing and translation English into French – 1.15 hour Foundation; 1 hour 20 Higher – 25% of GCSE. Writing in the language using guided tasks.

Future Routes

A qualification in a language opens the door for many exciting careers. It allows you to travel with confidence, and to work around the world. Combining a language with another specialism or interest broadens your options to choose not only what to do, but where. Employers and Higher education facilities recognise the value of a language qualification, and in a world where Linguists are rare, it is becoming a highly sought after commodity.

Multiple sectors of the job market actively look for language skills, such as business services, charity work, engineering, media, museums and libraries, public administration, teaching, tourism, transport and logistics.

Specific jobs currently advertised are:

Intelligence analyst	Academic researcher	Diplomatic service officer	English as a foreign language teacher
International aid Worker	Interpreter	Political risk analyst	Secondary school teacher
International Development Worker	Translator	Broadcast journalist	Detective
International lawyer	Education consultant	Logistics and distribution manager	Marketing executive
Patent manager	Private tutor	Publishing rights manager	Sales executive
Secret services	The armed forces	Social brand manager	Video game designer



GCSE Photography [AQA]

Course overview

Over the two-year course students will complete two coursework projects and one exam project. Each project follows a structured format, following a variety of tasks. Students are taught to research and develop their ideas, take high quality photographs, present their work professionally, articulate and critically analyse, creatively experiment, edit, develop, and present meaningful and purposeful outcomes. Students are encouraged to pursue themes and topics that are of interest to them, including sports and hobbies, cross-curricular links, and wider reading to inspire their ideas.

Students are given a course booklet that outlines the structure of the course, tasks and techniques/ processes taught. Further information and support is shared on Teams, students can access their work and the resources from home. Every year Art department staff run after school GCSE Art and Photography support sessions.

Students are not required to have their own camera, high quality photos that are taken on a phone are acceptable. In school we have a selection of cameras for GCSE Photography students to use, students may choose to experiment with UV paint and the UV light in the dark room or set up a photoshoot in the studio.

Students are encouraged to have their own SD card to use throughout the course.

Assessment

- 60% Coursework. Deadline for submission: **End of March in year 11.**
- 40% Exam. Externally set paper. **Students are given their exam paper in the January of year 11.**

The exam paper is released in the January of year 11, students choose one starting point from a choice of seven externally set titles. Students will develop their project, following the four assessment objectives, creating their final piece(s) in a 10 hour exam at the exam of the course.

There are 4 assessment objects, each worth 25%. Each AO is marked out of 24, with a total maximum score of 96.

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.
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Future Routes

William Farr 6th form run a highly successful and popular ALevel Photography course, students are introduced to the dark room and explore a range of creative techniques including camera-less photography in their logbook presentation. Students complete a Personal Investigation for their coursework 60% and an exam project (externally set) which is worth 40%. Each year students put on an exhibition in the main school hall. Students often then go on to study Photography, or a related course at university. Students have previously then moved into a range of creative careers including Animation, Forensic Photography, Teaching, Filmmaker, Fine Art Photographer, Forensic Photographer, Industrial Photographer, Medical photographer, Nature photographer, Photo Journalist, Picture Editor, Researcher, Sports photographer.



Spanish

Course overview

The GCSE course will build on your knowledge of language learning and skills. You will develop your understanding of the language as well as your ability to speak and write it. You will explore Spanish speaking countries and cultures, providing life skills and confidence to travel and work abroad. The understanding of language that you build will help you to access further languages much more easily. The heart of the GCSE is communication, both spoken and written. You will develop the ability to understand social cues and cultural context and it will build your confidence in all aspects of your life as a result.

The themes that we cover are:

My personal world	Lifestyle and wellbeing	My neighbourhood
Media and technology	Studying and my future	Travel and tourism

Assessment

Exams based:

Paper 1: Listening – 45 minutes Foundation; 60 minutes Higher. These are general comprehension and a short dictation - 25% of GCSE

Paper 2: Speaking – 15 minutes preparation time. A read out loud task, one minute role play, describe a picture card and then a conversation in French (Fn 3 minutes, Hr 5 minutes)– 25% of GCSE. You will receive additional support through small group speaking sessions with our Language Assistant.

Paper 3: Reading and translation Spanish into English– 45 minutes Foundation; 1 hour Higher – 25% of GCSE. These are similar to the text comprehension tasks in Year 9.

Paper 4: Writing and translation English into Spanish – 1.15 hour Foundation; 1 hour 20 Higher – 25% of GCSE. Writing in the language using guided tasks.

Future Routes

A qualification in a language opens the door for many exciting careers. It allows you to travel with confidence, and to work around the world. Combining a language with another specialism or interest broadens your options to choose not only what to do, but where. Employers and Higher education facilities recognise the value of a language qualification, and in a world where Linguists are rare, it is becoming a highly sought after commodity.

Multiple sectors of the job market actively look for language skills, such as business services, charity work, engineering, media, museums and libraries, public administration, teaching, tourism, transport and logistics.

Specific jobs currently advertised are:

Intelligence analyst	Academic researcher	Diplomatic service officer	English as a foreign language teacher
International aid Worker	Interpreter	Political risk analyst	Secondary school teacher
International Development Worker	Translator	Broadcast journalist	Detective
International lawyer	Education consultant	Logistics and distribution manager	Marketing executive
Patent manager	Private tutor	Publishing rights manager	Sales executive
Secret services	The armed forces	Social brand manager	Video game designer