



# The Skipton Academy

**Key Stage 4 Options Booklet 2025-27**

# Table of Contents

Information for students .....	2
Information for parents/ carers. ....	2
Curriculum information .....	3
English Bacculaureate Pathway .....	4
Non-English Bacculaureate Pathway. ....	4
The Options Timeline .....	5
Completing the Online Options Form. ....	6
Additional Guidance .....	7

## Subject Information

### Core Subjects

English Language .....	8
English Literature .....	10
Mathematics .....	12
Combined Science: Trilogy .....	14

### English Bacculaureate Subjects

Geography (humanities) .....	17
History (humanities). ....	20
French (modern foreign language). ....	22
Computer Science .....	25
Separate Sciences: Biology, Chemistry & Physics .....	27

### Non-English Bacculaureate Subjects

GCSE Art. ....	30
GCSE Business .....	32
GCSE Music. ....	34
GCSE Technology: Product Design .....	37
GCSE Textiles. ....	40
BTEC Tech Award in Digital Information Technology .....	42
BTEC Tech Award in Health and Social Care .....	44
BTEC Tech Award in Performing Arts .....	46
BTEC Tech Award in Sport, Activity and Fitness. ....	49
WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award). .	51

# Key Stage 4 Options Process 2025

## Information for students

You are about to make some very important decisions about the subjects you will study in Years 10 and 11. This booklet is designed to help you with your choices; please read it carefully and discuss the subjects that interest you with your parent/carers.

From Year 10 you are given the opportunity to personalise your curriculum towards your interests, abilities and aspirations. There will be new subjects available to you that you have not studied before at The Skipton Academy.

If you choose your courses carefully, you are far more likely to enjoy the next two years and succeed at the end of Year 11. It is very difficult, and often impossible, to change your courses once they have begun, so now is the time to make the right decisions.

To help you, this booklet contains information about all the courses on offer to you. Remember that it is vital to choose subjects for the right reasons. Do not be tempted to choose a subject because your friend plans to choose it, as this may lead you to choose a subject you don't really like. Instead choose:

- Subjects you are **good at** (look at how you are performing in your current assessments).
- Subjects you **enjoy studying**.
- Subjects you feel would be **useful to you in your future pathway** or career.

Once you have made your choices, we will do our best to give you the courses you want, however, this is not possible in every case and sometimes subjects do not run if too few students choose the option.

Before you make your final choices, you and your parents will have an opportunity to learn more about the subjects on offer. We will be holding a **Year 9 Options Information evening on Wednesday 19<sup>th</sup> March 2025**. Subject leads will be available on the evening and your subject teacher will also be able to answer your questions in lessons. Mr Rignall & Mr Cox will also be holding an assembly in RTL time on **Wednesday 26<sup>th</sup> February 2025** to provide you with more information about the process. This will be followed up with an options interview in a small group to provide advice and guidance on choices for your Key Stage 4 studies. All student should also receive a small group careers interview during March.

Once you are sure about your choices, you need to complete the options form online and submit it by the deadline of **9:00am on Tuesday 1<sup>st</sup> April 2025**.

There is no advantage in rushing to complete the form early, but you should also be aware that you could be at a disadvantage if you miss the deadline as you could be placed in options with spaces rather than ones you would have selected.

We are here to support you to make the right choices for **you**, so please ask for advice if you are unsure about any part of the process.

## Information for parents / carers

Your child is about to make some very important decisions about the subjects they will study in Years 10 and 11. This booklet is designed to help them with their choices; please read it carefully and support your child in their decision making process.

Every student at TSA has the opportunity to study up to 9 GCSE, or equivalent, qualifications during their time in Key Stage 4. The 'core' curriculum will allow students to achieve up to 5 GCSEs in English Language, English Literature, mathematics and combined science: trilogy (worth 2 GCSEs). Students will then select a further 4 'option' subjects which will allow them to gain a further 4 GCSE or equivalent qualifications.

The Government encourages students to study a broad and balanced curriculum up to the age of 16, this also allows students not to limit their options at the next stage of their education whether that be within Moorlands Learning Trust at Ilkley Grammar School, another Post 16 provider or on an apprenticeship.

It is important that students make an informed decision in their choice of 'option' subjects speaking with yourselves, staff in school and always considering what is required for their likely future pathway. Whatever they choose it will require hard work from them over the next 2 years in order to achieve the best they can and put them in a strong position to achieve in the next stage of their education.

## Curriculum information

Our inclusive and ambitious curriculum at The Skipton Academy is designed to be broad and balanced, providing our students with the opportunity to foster a life-long love of learning and to achieve academic success in order to progress onto their chosen next steps. Our challenging curriculum has been carefully designed so that it is underpinned by powerful knowledge: promoting hard thinking, asking big questions and inspiring each young person to appreciate the relevance of each subject in the wider world.

Our aim at TSA is to enable our students to be well-rounded individuals, equipped with the knowledge, skills and confidence to achieve their goals. The combination of our drive for academic excellence and an unwavering focus on personal development ensures that our students feel a sense of **belonging** to the school, and the local and wider community. Our careful balance of **challenge** and support creates a learning environment that **inspires** all to grow, academically and personally.

At the end of Year 9, our students select personalised pathways to support them on their learning journey. Students have the option to select an EBacc pathway or a blend of academic and vocational subjects. The intended curriculum offer for 2025 is:

Core	Foundation	Options
English Language English Literature Mathematics Combined Science: Trilogy	PE Personal Development Time. (including Religious Studies, Citizenship and RSE)	Academic GCSE History GCSE Geography GCSE French GCSE Art GCSE Computer Science (New in 2023) GCSE Business GCSE Music GCSE Design Technology: Textiles (New in 2023) GCSE Design Technology: Product Design (New in 2023) GCSE Separate Sciences: Biology, Chemistry & Physics (New in 2024)
		Vocational BTEC Tech Award in Digital Information Technology BTEC Tech Award in Sport, Activity and Fitness BTEC Tech Award in Performing Arts BTEC Tech Award in Health and Social Care WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)

To further enhance our curriculum offer, we organise enrichment days throughout the year, to provide students with the opportunity to immerse themselves further in and around disciplines that they study.

The timetable at TSA has a 2-week cycle consisting of 50 periods of 1 hour in length. The number of lessons for each subject is shown in the table overleaf:

	Number of periods
	Year 10/11
English	10
Maths	8
Science (Biology/Chemistry/Physics)	9 (3/3/3)
Core PE	2
Personal Development Time (PDT)	1
Option subjects (4 options selected)	5 x 4 =20

## English Baccalaureate Pathway

It is strongly recommended that students who are currently in top sets and wish to follow an academic route in their next stage of their studies i.e. A Levels opt for the English Baccalaureate pathway.

<b>Core subjects</b> (followed by all students)	<ul style="list-style-type: none"> <li>English Language</li> <li>English Literature</li> <li>Mathematics</li> <li>Combined Science: Trilogy (2 GCSEs)</li> <li>PE (non-examined)</li> <li>Religious Studies, Citizenship and PSHCE (non-examined)</li> </ul>
<b>EBacc subjects</b> French <b>and one</b> of history <b>or</b> geography selected from this group.	<ul style="list-style-type: none"> <li>GCSE French</li> <li>GCSE History</li> <li>GCSE Geography</li> </ul>
<b>Open option subjects</b> Two subjects selected from this group in addition to the two EBacc subjects already selected.	<ul style="list-style-type: none"> <li>GCSE Art</li> <li>GCSE Business</li> <li>GCSE Computer Science</li> <li>GCSE Geography</li> <li>GCSE History</li> <li>GCSE Music</li> <li>GCSE Separate Sciences: Biology, Chemistry &amp; Physics</li> <li>GCSE Design Technology: Product Design</li> <li>GCSE Design Technology: Textiles</li> <li>BTEC Tech Award in Digital Information Technology</li> <li>BTEC Tech Award in Health and Social Care</li> <li>BTEC Tech Award in Performing Arts</li> <li>BTEC Tech Award in Sport, Activity and Fitness</li> <li>WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)</li> </ul>

## Non-English Baccalaureate Pathway

Even if you are not following the EBacc pathway **almost all** of you must follow a mixed academic and vocational pathway which includes at least one of the 3 EBacc subjects.

<b>Core subjects</b> (followed by all students)	<ul style="list-style-type: none"> <li>English Language</li> <li>English Literature</li> <li>Mathematics</li> <li>Combined Science: Trilogy (2 GCSEs)</li> <li>PE (non-examined)</li> <li>Religious Studies, Citizenship and PSHCE (non-examined)</li> </ul>
<b>EBacc subjects</b> Select one subject from this group.	<ul style="list-style-type: none"> <li>GCSE History</li> <li>GCSE Geography</li> <li>GCSE French</li> </ul>

<p><b>Open option subjects</b></p> <p>Three subjects selected from this group in addition to the 1 EBacc subjects already selected.</p>	<ul style="list-style-type: none"> <li>• GCSE Art</li> <li>• GCSE Business</li> <li>• GCSE Computer Science</li> <li>• GCSE French</li> <li>• GCSE Geography</li> <li>• GCSE History</li> <li>• GCSE Music</li> <li>• GCSE Separate Sciences: Biology, Chemistry &amp; Physics</li> <li>• GCSE Design Technology: Product Design</li> <li>• GCSE Design Technology: Textiles</li> <li>• BTEC Tech Award in Digital Information Technology</li> <li>• BTEC Tech Award in Health and Social Care</li> <li>• BTEC Tech Award in Performing Arts</li> <li>• BTEC Tech Award in Sport, Activity and Fitness</li> <li>• WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)</li> </ul>
---	--

If you do not wish to study any of the EBacc subjects of History, Geography or French and wish instead to study 4 'open' options of a more vocational nature you must contact one of the leadership team to discuss your choices before completing your option form.

All students will be asked to select a reserve choice in case their original choices can not be timetabled due to the numbers of students who have selected each subject. We will try and avoid using the reserve choice and if we are having to look at using it we will communicate that as soon as possible to allow students to consider the best option for them.

## The Options Timeline

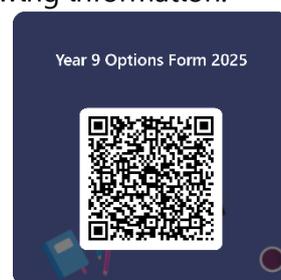
The timeline for the options process is:

Option Booklet email to parents/carers and students	Thursday 6 <sup>th</sup> March
Y9 Options Assembly	Wednesday 26 <sup>th</sup> February
Y9 Parents' Evening	Wednesday 5 <sup>th</sup> March
Y9 Options Information Evening	Wednesday 19 <sup>th</sup> March
Option Interviews (small groups)	From 10 <sup>th</sup> March
<b>Option Form Deadline</b>	<b>Tuesday 1<sup>st</sup> April 9:00 am</b>

## Completing the Online Options Form

Once you are certain of your options choices you can complete the [online options form](#). You can only complete this once so make sure you have had all your questions answered and are happy with your choices. The online form can be accessed through this link. You will be asked for the following information:

- First name
- Last name
- Pathway either EBacc or Non-EBacc
- Choice of EBacc subject (French, Geography or History)
- Choice of 2 or 3 'open' options
- Reserve Choice in case we cannot timetable your original choices



**Make sure you meet the deadline of 9.00am on Tuesday 1<sup>st</sup> April. Any student who does not submit their option choices will be allocated subjects based on spaces available and may not be subjects they would have opted for.**

We will aim to provide you with confirmation of your option subjects towards the end of the Summer Term once the timetabling process is completed.

## **Additional Guidance**

Additional advice on options is available from Mr. Rignall. Independent careers guidance can also be obtained from The National **Careers Service** at:

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

Useful examination website links:

AQA [www.aqa.org.uk](http://www.aqa.org.uk)

Edexcel <https://qualifications.pearson.com/en/home.html>

BTECs [BTEC Tech Awards | Pearson qualifications](#)

# **Subject Information**

## **Core Subjects**

English Language

English Literature

Mathematics

Combined Science: Trilogy (2 GCSEs)

# English Language

## Course Overview:

### In English Language, you will learn about:

- non-fiction texts from the 19th, 20th and 21st century including articles, reports, letters, diaries and quality journalism
- works of literature, considering how writers use narrative and descriptive techniques to capture readers' interests
- comparing linked sources from different time periods, considering perspectives or views over time and how authors influence the reader
- how to respond to unseen literature extracts
- writing creatively and accurately for a number of different audiences and purposes
- developing presentation skills and discussion skills in front of an audience



## You will learn by:

- taking part in activities designed to develop confidence in reading and writing
- being involved in group discussions, arguments and debates
- encountering a range of non-fiction texts across three centuries to build your confidence in reading skills
- having the opportunity to read and enjoy literature from a range of times and genres
- being encouraged and supported to develop personal responses to literature through analysing unseen texts
- practising technical aspects of written and spoken expression to develop a precise and accurate writing style

## You will be assessed by:

- English Language is 100% terminally assessed with 2 examination papers at the end of Year 11.
- Paper 1 – worth 50% of the GCSE focuses on exploring creative literary texts and creative writing skills
- Paper 2 – worth 50% of the GCSE focuses on establishing the writer's viewpoint and perspective.
- Speaking and listening is assessed separately and will be awarded separately on the final GCSE certificate although it does not contribute to the overall English Language GCSE

Paper 1 (50% of grade)	Paper 2 (50% of grade)	Non-Examination Assessment (0%)
Explorations of Creative Reading and Writing	Writers' Viewpoints and Perspectives	Spoken Language
<b>Section A: Reading</b> Answer 4 questions on one unseen C20th or C21st extract	<b>Section A: Reading</b> Answer 4 questions on 2 linked non-fiction texts from different time periods.	This is given a separately reported grade: Focus: <ul style="list-style-type: none"> <li>• A formal presentation</li> <li>• Responding to questions and to feedback, asking questions</li> <li>• Using spoken Standard English</li> </ul>
<b>Section B: Writing</b> Answer one extended writing question in response to a stimulus	<b>Section B: Writing</b> Answer one extended writing question, for example responding to an opinion	

## Tiers of entry:

- There are no longer any tiers in English Language
- All students, regardless of ability, sit the same examination leading to grades 9-1

<p><b>Course specification and exam board information:</b></p> <p><a href="#">AQA   English   GCSE   English Language</a> QN – 60142923</p>	<p><b>Aims of the course:</b></p> <ul style="list-style-type: none"> <li>• read a wide range of texts, fluently and with good understanding</li> <li>• read critically, and use knowledge gained from wide reading to inform and improve students' own writing</li> <li>• write effectively and coherently using Standard English appropriately</li> <li>• use grammar correctly, punctuate and spell accurately</li> <li>• acquire and apply a wide vocabulary, alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language</li> </ul>
---	---

<p><b>Progression / Careers route:</b></p> <ul style="list-style-type: none"> <li>• The key English skills of reading, writing, speaking and listening are required in all academic courses and all careers.</li> <li>• You will learn the art of effective communication, developing analytical and creative skills and the ability to argue a point of view convincingly.</li> <li>• The study of English develops confidence.</li> <li>• Indeed, it is difficult to think of a job where English would not be a benefit. However, it is particularly useful for a career in: journalism; advertising; marketing; management; education and training; publishing; law; television; film; radio; arts; administration and the civil service.</li> </ul>
--

<p><b>Additional information:</b></p> <p><b>Teacher in charge:</b> Mrs K Cox – <a href="mailto:k.cox@skipton.mlt.co.uk">k.cox@skipton.mlt.co.uk</a></p>
---



<p><b>Course specification and exam board information:</b>  <a href="#">AQA   English   GCSE   English Literature</a>  QN – 60144476</p>	<p><b>Aims of the course:</b></p> <ul style="list-style-type: none"> <li>• read a wide range of classic literature fluently and with good understanding, and make connections across their reading</li> <li>• read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas</li> <li>• develop the habit of reading widely and often • appreciate the depth and power of the English Literary Heritage</li> <li>• write accurately, effectively and analytically about their reading, using Standard English acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read</li> </ul>
--	---

<p><b>What skills will you develop from this course?</b>  The GCSE specification in English Literature requires students to study the following content:  <b>AO1:</b> Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response, use textual references, including quotations, to support and illustrate interpretations.  <b>AO2:</b> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.  <b>AO3:</b> Show understanding of the relationships between texts and the contexts in which they were written.  <b>AO4:</b> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
---

<p><b>Progression / Careers route:</b>  A Level Literature. Any career based on the skills of analysis and response. This course will provide you with a grounding in a wide variety of literature that will stay with you for life.   You will be taught valuable skills based on improving your communication skills which are necessary in almost all careers.   You can go on to study English Literature post-16 and ultimately to university degree level, following this course.</p>
---

<p><b>Additional information:</b>   <b>Teacher in charge:</b> Mrs K Cox – <a href="mailto:k.cox@skipton.mlt.co.uk">k.cox@skipton.mlt.co.uk</a></p>
--

# Mathematics

## Course Overview:

You will develop understanding, knowledge and skills in five main areas of Mathematics:

number, algebra, geometry and measures, ratio and proportional reasoning and statistics.

**Number:** You will have covered most of this section already, however, you will extend the number system to include irrational numbers, surds, reverse percentages and upper and lower bounds.

**Algebra:** Further factorisation, solving equations, algebraic fractions, variation and graphical representation.

**Geometry and measures:** Sine, cosine and tangents, Pythagoras' theorem, areas, volume, circle theorems, vectors.

**Statistics:** Further probability, frequency distributions, averages, sampling and questionnaires, statistical representations and analysis of data.

**Ratio and proportional reasoning:** problem solving using ratio, direct and inverse proportion.



## You will learn by:

Using and applying mathematics which is tested throughout the five areas, through proof, reasoning and questions of a functional nature. A scientific calculator (CASIO) will be required.

## You will be assessed by:

Final Exams 100%

- Assessment time (4½ hours)
- Three papers, taken at the end of Year 11, 80 marks each, 240 marks in total
- One paper non-calculator

## Tiers of entry:

GCSE Mathematics has 2 tiers of entry. The Higher Tier allows students to have the opportunity to achieved GCSE grade 4-9 and the Foundation Tier grades 1-5.

## Course specification and exam board information:

[Maths GCSE | Edexcel GCSE Mathematics \(2015\) | Pearson qualifications](#)

QN – 60147003

## Aims of the course:

We aim to provide learners with the skills of mathematics which are vital for the life opportunities. Mathematics develops the mind and those highly valued cognitive and functional skills.

We encourage learners at The Skipton Academy to become functioning adults who can think positively and creatively, empowering them with the skills, confidence and ability to be resilient problem solvers

**What skills will you develop from this course?**

- become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that students develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and preserving in seeking solutions.
- can communicate, justify, argue and prove using mathematical vocabulary.
- develop their character, including resilience, confidence and independence, so that they contribute positively to the life of the academy, their local community and the wider environment

**Progression / Careers route:**

A vital qualification, this is a pre-requisite for all University and College courses, apprenticeships and general employment.

This course is essential to the study of A Level Mathematics, Physics and Engineering.

**Additional information:**

**Teacher in charge:** Mr A Lavery – [a.lavery@skipton.mlt.co.uk](mailto:a.lavery@skipton.mlt.co.uk)

# GCSE Combined Science (Trilogy)

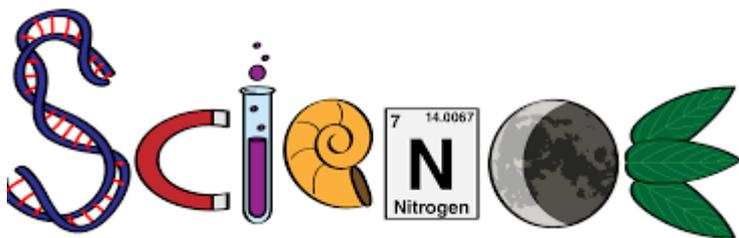
## Course Overview

The study of Science has something to offer for everybody.

The course content is divided into sections and you will be taught in separate lessons of Biology, Chemistry and Physics.

In separate lessons you will be given the chance to explore the world of Biology, a brilliant opportunity to find out more about the living world including looking at our own species. In Chemistry you can research the properties of materials with practical experiences and with Physics you can immerse yourself into examining the physical world.

In all three disciplines you will be given opportunities to explore science through practical work which is a vital ingredient in the study of science and in understanding how science works.



## You will learn by:

- Hands on practical experience
- Acquiring knowledge in lesson through a variety of teaching techniques and activities
- Applying both knowledge and skills to a variety of situations
- Questioning facts and being able to share your ideas with others
- Investigating problems and finding solutions
- Logically, using mathematics to explain ideas

## You will be assessed by:

- The assessment for science is 100% terminal assessment.
- There are 6 external examinations, 2 in Biology, Chemistry and Physics.
- Each examination is 1hr and 15 mins long, each paper has a total of 70 marks so the final grade is a score out of 420 marks.
- Although there is no coursework element, the changes to the specification mean students will be assessed on practical skills and mathematics as well as scientific knowledge.
- You can use a calculator in any Science exam.
- There are Core Practical's in Biology, Chemistry and Physics and it is a requirement to have completed them.

## Tiers of entry:

Students will study equal amounts of Biology, Chemistry and Physics and will be awarded two GCSE Grades. GCSE Combined Science has 2 tiers of entry.

The Higher Tier students can obtain GCSE grades 4-4 up to 9-9.

The Foundation Tier students can obtain GCSE grades 1-1 up to 5-5.

## Course specification and exam board information

[GCSE Combined Science: Trilogy Specification](#)  
[Specification for first teaching in 2016 \(aqa.org.uk\)](#)

## Aims of the course:

To create confident, practical learners who have acquired knowledge and skills in all three disciplines.

For our learners to have enjoyed their journey through science and be able to draw on this experience in life.

**What skills will you develop from this course?**

- **Listening skills:** you will be receiving, retaining and processing information and ideas
- **Speaking:** you will be communicating your understanding through talk
- **Problem solving:** you will be applying what you know to unfamiliar contexts
- **Staying positive:** you will need to demonstrate resilience to overcome setbacks and achieve goals
- **Aiming high:** you will be expected to work independently at home, setting goals and disciplining yourself to achieve these

**Progression / Careers route:**

Students with good grades in Combined Science can go onto to study applied sciences such as Biology, Chemistry, Physics, Forensic Science, Applied Science, Environmental Science at A -Level or BTEC.

If students do not wish to pursue further study in Science, their GCSEs will prove that they can be successful in an academic subject which will support entry onto many other college courses.

**Additional information:**

**Teacher in charge:** Mrs J Webber – [j.webber@skipton.mlt.co.uk](mailto:j.webber@skipton.mlt.co.uk)

# **Subject Information**

## **EBacc Subjects**

### **Humanities:**

GCSE Geography

GCSE History

### **Modern Foreign Languages:**

GCSE French

### **Science:**

GCSE Computer Science

GCSE Separate Sciences (Biology,  
Chemistry & Physics)

# Geography

## Course Overview:

The GCSE Geography course aims to stimulate students' curiosity in the world around them, develop a sense of place and an appreciation for the environment helping them to act in an informed and responsible way. Students acquire knowledge and understanding of the physical and human processes, including decision-making, which aids their development. Along with studying in the classroom, students have opportunities to develop field skills during two periods of fieldwork. Geography enables you to become globally and environmentally informed and thoughtful, enquiring citizens.



## You will learn by:

Over the two years students will focus on three areas of geography, each split into topics as shown below:

### Living with the physical environment

- **The challenge of natural hazards** – whilst Earth is over 4.5 billion years old, it is constantly changing. These changes create a range of hazards which pose risks to both humans and the environment. Some of these hazards affect the UK, including weather hazards, however many other areas of the world are affected by a wide range of hazards, including tectonic hazards and tropical storms. This topic investigates a range of hazards which affect the UK and further afield whilst showing what can be done to prevent these hazards from having significant impacts on society.
- **Physical landscapes in the UK** – The UK has a range of diverse landscapes which have gradually formed over millions of years by coastal and fluvial (river based) processes, which continue to act on the landscape today. As they continue to evolve, these processes have a significant impact on the lives of people living in these environments. This topic allows students to study a range of processes which form distinct landforms in coastal and fluvial environments whilst investigating how these processes can have significant impacts on the lives on people living in these environments.
- **The living world** - The world around us is of great variety, ranging from extremely arid desert environments to highly diverse tropical rainforests, all of which have unique features. As such, plants and animals living in these environments have distinctive adaptations to allow them to survive. These fragile environments all provide economic opportunities such as using rainforests for logging, farming or energy but require sustainable management. This topic draws on a range of case studies including local examples, such as Skipton Woods, and global examples, including the Thar Desert and Amazon Rainforest.

### Challenges in the human environment

- **Urban issues and challenges** - For the first time, a majority of the global population now lives in towns and cities with the UN predicting this will increase to 75% by 2050 highlighting the importance of studying these settlements. This topic looks at reasons why urban areas emerge and develop unevenly and the challenges and opportunities that this creates. The topic will allow students to carry out in-depth studies of two contrasting locations, Leeds, UK, and Lagos, Nigeria.
- **The changing economic world** - Globally, there are large differences in development and standards of living between countries. This topic looks at the reasons for, and consequences of having, a 'global development gap' in addition to why such divisions occur nationally such as the UK's north-south divide. Students will study two contrasting countries, the UK and Nigeria.
- **The challenge of resource management** - The demand for food, water and energy is rising across the globe, yet the supply of all of these resources is limited which can create conflicts. Technological advances allow new strategies to be used which can increase the supply of these goods. This topic looks at the uneven spread of resources around the world, the impact of this inequality and how society can overcome these impacts.

### Geographical applications

- **Issue evaluation** – This topic allows students to apply the knowledge which they have learnt over the course of their geography studies to real life situations. Every year, students receive a pre-release document which they study in detail in the classroom and apply their knowledge of different processes to the example given.
- **Fieldwork** – At GCSE, students must complete at least two sessions of fieldwork throughout the two years. To support the offer of fieldwork at TSA, the department works with the Yorkshire Dales National Park Authority to offer a range of opportunities in the local area
- **Geographical skills** – Throughout the course, students will study this topic, developing their ability to use geographical information in a constructive way. For example, students will become familiar with a range of types of maps, graphs and computer systems to develop their knowledge.

### You will be assessed by:

All three exams cover a range of exam style questions. There are a small number of multiple-choice questions, building up to longer written answers. The maximum mark for one question is 9 marks. Some questions require you to use resources in your answer. 10% of your final grade is skills type questions such as maps, graphs and mathematical working out.

AQA Geography consists of three external examinations at the end of Year 11:

Title	Duration	Examination Style	% of overall grade
Paper 1: Living with the physical environment	90 minutes	Written exam	35
Paper 2: Challenges in the human environment	90 minutes	Written exam	35
Paper 3: Geographical applications	90 minutes	Written exam	30

### Tiers of entry:

GCSE Geography does not have any tiers of entry and all students have the opportunity to achieve GCSE grade 9-1.

### Course specification and exam board information:

[AQA | Geography | GCSE | Geography](#)

QAN code: 601/8410/3

### Aims of the course:

- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues.
- Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence.

### What skills will you develop from this course?

- **Listening** – the course delivers a range of content through a range of methods and provides students with the opportunity to process this information and retain it going forwards.
- **Problem solving** – students are presented with information about challenges which the world currently faces and provides them with opportunities to consider how these could be managed in the future.
- **Aiming high** – the GCSE Geography course provides opportunities for students to achieve highly but also have an impact on their understanding of the world around them, considering global issues which currently face the world.

**Progression / Careers route:**

Geography is identified as a facilitating subject which means that it provides a range of opportunities and skills which is beneficial and essential to other subjects and later life. The most common progression routes would be to study A-Level Geography at sixth form or college however it also opens opportunities for those wanting to study environmental/countryside related courses at college.

Geography offers a range of diverse career routes due to the skills and knowledge obtained through studying the subject. Individuals that study geography go on to have careers in areas such as town planning, finance, specifically working with insurance companies to assess hazard-risk, hazard management and environment related roles, including working with organisations like the Environment Agency or independent environmental consultants.

**Additional information:**

Please feel free to email me with any questions you might have about the course.

**Teacher in charge:** Mr J Fryer – [j.fryer@skipton.mlt.co.uk](mailto:j.fryer@skipton.mlt.co.uk)

# History

## Course Overview:

This is an exciting and challenging new course that builds on work completed in Years 7, 8 & 9. If you have enjoyed history at KS3, you will love it at KS4, as we analyse some of the key events that helped to form the modern world.

We will learn about:

- The highs and lows of public health in Britain from the Middle Ages to the Modern Era.
- How the Normans changed England forever.
- How the American west was settled and its impact on modern American society.
- What life was like under Nazi rule.
- How Skipton Castle developed and evolved over time.



## You will learn by:

- Completing activities which develop your knowledge and understanding of different historic periods.
- Being involved in discussions and debate about how the past has been interpreted differently.
- Completing independent and group enquiries into controversial issues in the past.
- Analysing a range of source material, including images, film, text and artefacts.
- Developing your own interpretations and conclusions about the past, using specific evidence to substantiate your views.
- Communicating your knowledge in an accurate and analytical fashion.

## You will be assessed by:

Assessment will be by three external examinations at the end of Year 11.

Component 1	Component 2	Component 3
<b>British History</b>	<b>History around us</b>	<b>World History</b>
<b>Thematic Study (20%)</b> The People's Health, c.1250 to present	<b>Local Study (20%)</b> A study of a historic environment in the local areas	<b>Period Study (20%)</b> The making of America 1789-1900
<b>British Depth Study (20%)</b> The Norman Conquest, 1065-1087		<b>World Depth Study (20%)</b> Living under Nazi Rule, 1933-1945

## Tiers of entry:

GCSE History does not have any tiers of entry and all students have the opportunity to achieve a GCSE grade 9-1.

**Course specification and exam board information:**

OCR History B (Schools History Project) – J411

Further details are available from:

<http://www.ocr.org.uk/qualifications/gcse-history-b-schools-history-project-j411-from-2016/>

**Aims of the course:**

Students will develop the ability to:

- Develop their knowledge and understanding of specified key events, periods and societies in local, British and wider world history.
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to reach valid conclusions by using a range of sources.
- Develop an awareness of why people, events and developments have been viewed as significant and how and why different interpretations have been formed.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

**What skills will you develop from this course?**

History can teach you to understand the world that you live in, to ask questions, to debate controversial issues, to explore why events have happened and also predict what might happen in the future. It is a subject highly valued by many employers and universities.

**Progression / Careers route:**

History is an incredibly useful subject that teaches many skills that are respected by employers:

- It promotes a lifelong love of the subject and study of the past.
- The qualification provides an ideal foundation for learners to progress to AS and A Level History.
- The analytical skills developed are transferable to a wide range of other subjects and provide an excellent skill set to enter a wide range of careers.
- Leading universities refer to history as a 'facilitating' subject as it is a well-respected, academic qualification when applying to university and provides students with more options.
- The skills developed are particularly useful for a career in journalism; law; accountancy; teaching; academia and the civil service.

**Additional information:**

For more information please speak to:

Mr Adams – [b.adams@skipton.mlt.co.uk](mailto:b.adams@skipton.mlt.co.uk) or

Mr Corcoran – [o.corcoran@skipton.mlt.co.uk](mailto:o.corcoran@skipton.mlt.co.uk)

# French

## Course Overview:

*Exciting times! A new GCSE course in Modern Languages was introduced nationwide for first examination in 2026. You will be the second cohort to sit this qualification.*

We will build upon your knowledge and skills from Years 7-9 through six thematic contexts: My personal world; Lifestyle and wellbeing; My neighbourhood; Media and technology; Studying and my future; Travel and tourism.



## You will learn by:

- encountering a range of vocabulary and structures to improve your communication in French
- taking part in activities designed to develop confidence in speaking, focusing on sounds specific to the French language
- practising the skills of listening, speaking, reading and writing during lessons
- having the opportunity to learn about the places where French is spoken

## You will be assessed by:

There are 4 papers to complete, each worth 25% of the overall grade.

Across the four papers, students must:

- understand and respond to *spoken* language in speaking and in writing
- understand and respond to *written* language in speaking and in writing
- demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification

All instructions and rubrics are in English. Dictionaries are not permitted.

Paper 1: Speaking (Non-examined assessment)	50 marks	Paper 2: Listening and Understanding	50 marks
<p><b>Prep time:</b> 15 mins</p> <p><b>Foundation:</b> 7-9 mins      <b>Higher:</b> 10-12 mins</p> <ul style="list-style-type: none"> <li>• Task 1: Read aloud and 2 short unprepared questions</li> <li>• Task 2: Role play in a transactional setting</li> <li>• Task 3: Picture description, 2 short unprepared questions and follow-on conversation</li> </ul> <p>1 minute in private assessment space for reading aloud preparation</p>	<p><b>25%</b></p> <ul style="list-style-type: none"> <li>• Describe only one colour picture from a choice of two</li> <li>• Student selects the thematic context in advance</li> </ul>	<p><b>Foundation:</b> 45 mins      <b>Higher:</b> 60 mins</p> <p><b>25%</b></p> <ul style="list-style-type: none"> <li>• 5 mins reading time included</li> <li>• Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.</li> <li>• Section B: Dictation</li> </ul> <p>Extracts played THREE times</p>	<p><b>50 marks</b></p> <p><b>Foundation:</b> 1 hour 15 mins      <b>Higher:</b> 1 hour 20 mins</p> <p><b>25%</b></p> <ul style="list-style-type: none"> <li>• Picture task (Foundation tier only)</li> <li>• Two writing responses (both tiers, with a choice of two options for each question)</li> <li>• Translation into French (both tiers)</li> </ul>
<p><b>Paper 3: Reading and Understanding</b></p> <p><b>Foundation:</b> 45 mins      <b>Higher:</b> 60 mins</p> <p><b>25%</b></p> <ul style="list-style-type: none"> <li>• Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.</li> <li>• Section B: Translation into English</li> </ul>	<p><b>50 marks</b></p>	<p><b>Paper 4: Writing</b></p> <p><b>Foundation:</b> 1 hour 15 mins      <b>Higher:</b> 1 hour 20 mins</p> <p><b>25%</b></p> <ul style="list-style-type: none"> <li>• Picture task (Foundation tier only)</li> <li>• Two writing responses (both tiers, with a choice of two options for each question)</li> <li>• Translation into French (both tiers)</li> </ul>	<p><b>50 marks</b></p>

## Tiers of entry:

GCSE French has 2 tiers of entry. The Higher Tier allows students to have the opportunity to achieve GCSE grade 4-9 and the Foundation Tier grades 1-5. All papers must be sat at the same tier.

<p><b>Course specification and exam board information:</b></p> <p>Pearson Edexcel FRENCH – 1FR1 (QN - 610/2718/2)</p> <p>The full course specification is available here: <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html</a></p> <p>This video has been developed by the examination board to explain the course to parents and students: <a href="https://youtu.be/bpUmebh4XI">https://youtu.be/bpUmebh4XI</a></p>	<p><b>Aims of the course:</b></p> <ul style="list-style-type: none"> <li>• develop confidence in, and a positive attitude towards, French and to recognise the importance of languages</li> <li>• develop students' ability and ambition to communicate independently in speech and writing with speakers of the language for authentic purposes</li> <li>• develop students' ability to communicate independently about subjects that are meaningful and interesting to them</li> <li>• build students' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language</li> <li>• enable students to become familiar with aspects of the contexts and cultures of the countries and communities where the language is spoken</li> <li>• provide a strong linguistic and cultural foundation for students who go on to study languages at a higher level post-16</li> </ul>
--	--

<p><b>What skills will you develop from this course?</b></p> <ul style="list-style-type: none"> <li>• <b>Speaking</b> - students will speak using clear and comprehensible language, for a range of audiences and purposes, and in formal and informal contexts, which are relevant to their current and future needs and interests</li> <li>• <b>Listening</b> – students will develop their understanding of standard spoken French in formal and informal contexts, and familiar and unfamiliar settings, through authentic listening scenarios</li> <li>• <b>Problem solving</b> - students will develop their understanding of written French across a range of genres and in both formal and informal contexts, through authentic reading scenarios</li> <li>• <b>Creativity</b> - students will communicate effectively and with accuracy through writing in French for a variety of purposes, in both formal and informal contexts, and for a range of audiences</li> <li>• <b>Aiming high</b> – students will enhance their grammar and vocabulary skills in English – over 30% of English vocabulary comes from French</li> </ul>
---

<p><b>Progression / Careers route:</b></p> <p>A GCSE in French could lead to further study of the language (or indeed another language) at A-level or degree level with courses that combine languages with business, travel and tourism, law, engineering and science.</p> <p>Languages literally open up a whole new world! A second language enhances your job prospects both in the UK and abroad, and facilitates travel, making it more rewarding, whether for business or leisure. Besides the obvious jobs in translating, interpreting and teaching, language learning can lead to careers as a diplomat, engineer, nurse, first responder, screenwriter, journalist, marketing executive, lawyer, detective, travel blogger, flight attendant, chemist, tour manager, public relations officer, digital content creator and more!</p> <p>Click on the link below to learn about some real-life language learning journeys: <a href="https://www.pearson.com/en-gb/schools/subject-resources/modern-languages/why-languages-matter.html">https://www.pearson.com/en-gb/schools/subject-resources/modern-languages/why-languages-matter.html</a></p>
--

**Additional information:**

French is the most widely taught second language after English and is an official language across five different continents. It is a useful language to learn as many businesses use it for communication between groups of people who speak different languages. So, stay with us on the adventure and broaden your horizons!

**Teacher in charge:** Ms V Harrison – [v.harrison@skipton.mlt.co.uk](mailto:v.harrison@skipton.mlt.co.uk)

# GCSE Computer Science

## Course Overview:

In Computer Science you will learn about:

- the highly creative and exciting world of computing and programming
- coding solutions to practical problems, using programming techniques and a variety of languages
- the fundamentals of computer science and how computers work to process data
- creating games and puzzles, web pages and database solutions for the growing web and mobile environment
- how computer science is increasingly an underpinning subject across science and engineering



## You will learn by:

In this course you will learn how to independently find solutions to programming problems. This will involve researching various topics related to computing and programming, as well as working collaboratively with other students in order to learn different programming languages and coding solutions. Additionally, you will be given coded solutions to work out processes and techniques, and learn how to code in different languages, such as Python and SQL. All of this will help you become more adept at programming and scripting languages.

The course is split into two main components

### Component 1 – Computer Systems

- System Architecture
- Memory and Storage
- Computer Networks, Connections and Protocols
- Network Security
- Systems Software
- Ethical, Legal, Cultural, and environmental impacts of digital technology

### Component 2 – Computational Thinking, Algorithms and Programming

- Algorithms
- Programming Fundamentals
- Producing Robust Programs
- Boolean Logic
- Programming Languages and Integrated Development Environments

## You will be assessed by:

- Two written exam papers:
  - Component 1 – Computer Systems
    - 50% of the total grade – 80 marks
    - 1-hour 30 minutes
    - This paper consists of multiple-choice questions, short response questions and extended response questions
  - Component 2 – Computational Thinking, Algorithms and Programming
    - 50% of the total grade – 80 marks
    - 1-hour 30 minutes
    - This paper has two sections: Section A and Section B.
    - In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.

**Tiers of entry:**

GCSE Computer Science does not have any tiers of entry and all students have the opportunity to achieve GCSE grade 9-1.

**Course specification and exam board information:**

GCSE Computer Science  
OCR  
J277

Full details are available from:

<https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

**Aims of the course:**

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- apply mathematical skills relevant to computer science

**What skills will you develop from this course?**

In computer science, programming relies heavily on strong problem-solving and analytical skills to write efficient code that addresses specific challenges. These tasks often require creativity to develop innovative solutions and optimise algorithms. Additionally, computer software proficiency is essential, enabling individuals to utilise various tools and platforms effectively, while interpretation skills help in understanding complex data and translating it into meaningful insights.

Effective communication, listening, and speaking skills are vital in collaborative environments, such as software development teams or during project management. Explaining technical concepts to non-technical stakeholders, participating in code reviews, and working within teamwork settings foster the exchange of ideas and improve project outcomes. Leadership skills further empower individuals to guide teams, manage projects, and mentor junior developers.

Moreover, staying positive and aiming high are crucial when overcoming challenges such as debugging persistent errors or handling project setbacks. Resilience and determination drive continuous learning and improvement in the rapidly evolving tech landscape. Balancing technical expertise with strong interpersonal skills ensures success and growth in the field of computer science.

**Progression / Careers route:**

If you're considering advancing your computer science education near The Skipton Academy, several local institutions offer relevant programmes. Craven College provides comprehensive Computing and IT courses, featuring access to modern IT suites equipped with Cisco networking equipment, IT studios, and dedicated computer science labs. Ilkley Grammar School, Ermysteds offers an A Level in Computer Science, preparing students for careers in areas such as software development and programming. For higher education, the University of York, University of Leeds and Bradford University offers a BSc (Hons) in Computer Science, focusing on both theoretical and practical aspects of the field, alongside a range of other Computer Science courses.

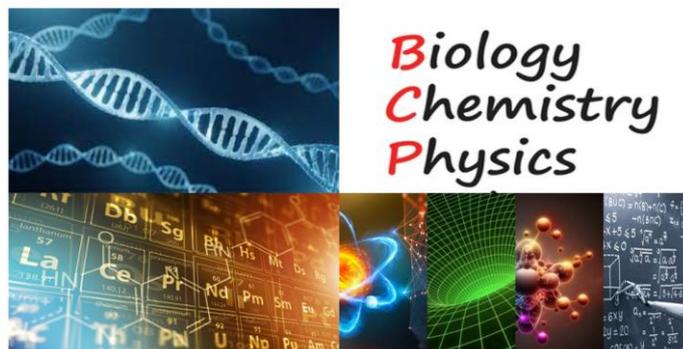
**Additional information:**

**Teacher in charge:** Mr D Williams – [d.williams@skipton.mlt.co.uk](mailto:d.williams@skipton.mlt.co.uk)

# GCSE Separate Sciences

## Course Overview

This course is a must for those wanting to know and understand more about science in addition to the combined science course. Additional practical work and areas of study include investigating antibiotics and aseptic techniques, monoclonal antibodies, plant hormones, cloning, transition metals, nanoparticles, titrations, fuel cells, alcohols and carboxylic acids, chemical and spectroscopic analysis techniques, nuclear fission and fusion, fluids, collisions and safety equipment, lenses, black body radiation, space physics.



**Biology**  
**Chemistry**  
**Physics**

## You will learn by:

- Hands on practical experience
- Acquiring knowledge in lesson through a variety of teaching techniques and activities
- Applying both knowledge and skills to a variety of situations
- Questioning facts and being able to share your ideas with others
- Investigating problems and finding solutions
- Using mathematics to explain ideas

## You will be assessed by:

- The assessment for science is terminal assessment.
- There are 6 external examinations, 2 in biology, 2 in chemistry and 2 in physics.
- Each examination is 1hr and 45 mins long, each paper has a total of 100 marks so the final grade for each GCSE is a score out of 200.
- Although there are no coursework elements there are required practicals in each of the sciences and students will be assessed on practical skills and mathematics as well as scientific knowledge.
- You can use a calculator in any science exam.

## Tiers of entry:

This is a rigorous academic option and all students should be aiming for higher tier which enables students to access GCSE grades 4-4 up to 9-9.

There is a possibility to enter students for different tiers for each individual science.

## Course specification and exam board information

[AQA | GCSE | Biology | Specification at a glance](#)  
[AQA | GCSE | Chemistry | Specification at a glance](#)  
[AQA | GCSE | Physics | Specification at a glance](#)

## Aims of the course:

This is an academic GCSE option which will enable students to deepen their knowledge and understanding of the three sciences beyond their combined science course.

## What skills will you develop from this course?

- **Listening skills:** you will be receiving, retaining and processing information and ideas
- **Speaking:** you will be communicating your understanding through talk
- **Problem solving:** you will be applying what you know to unfamiliar contexts
- **Staying positive:** you will need to demonstrate resilience to overcome setbacks and achieve goals
- **Aiming high:** you will be expected to work independently at home, setting goals and disciplining yourself to achieve these

**Progression / Careers route:**

Students with good grades in single sciences can go on to study science A Levels including biology, chemistry and physics. A grade 6 in science is usually required for psychology A Level. You will be able to access T Levels in applied sciences.

These level 3 (A Level and T Level) qualifications will enable you to study science at university and access a wide range of careers including: medicine (doctor, nurse, midwife), medical physicist, radiologist, biomedical scientist, cancer research scientist, optometrist, physiotherapist, sports scientist, nuclear engineer, mechanical engineer, architect, aerospace engineer, chemical engineer, pharmacist, food scientist, materials engineer, environmental scientist.

**Additional information:**

The course is only suitable for students with the potential to achieve the higher grades and suitability will be considered during the options process.

**Teacher in charge:** Mrs. J Webber – [j.webber@skipton.mlt.co.uk](mailto:j.webber@skipton.mlt.co.uk)

# **Subject Information**

## **Non-EBacc Subjects**

GCSE Art & Design

GCSE Business Studies

GCSE Music

GCSE Technology: Product Design

GCSE Art & Design: Textiles

BTEC Tech Award in Digital Information  
Technology

BTEC Tech Award in Health and Social  
Care

BTEC Tech Award in Performing Arts

BTEC Tech Award in Sport, Activity and  
Fitness

# Art & Design

## Course Overview:

The Art and Design course supports students with the development of traditional art skills with regards to drawing, painting, and sculpture. Students will gain priority use of the kiln, and learn from a specialist, about making Fine Art ceramics, as well as functional studio pottery. Students will also be encouraged to link existing interests in photography and digital art.

## Creativity:

Students' drawing and painting skills should significantly progress from KS3, using existing techniques to learn new ones. Students are also encouraged to inject their existing interests in photography and digital art to create diverse and personalised projects.

## Drive:

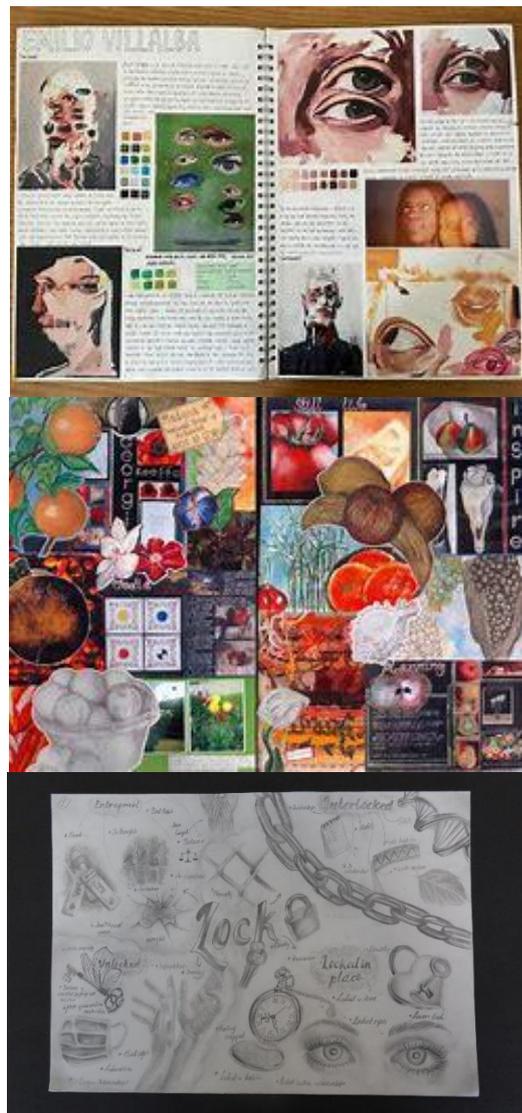
Successful Art and Design GCSE students are especially driven and are willing to apply themselves for 2 – 4 hours per fortnight, outside of lesson time. 'Studio time' will be provided for students after school, to use expensive materials, and for additional tutorials and workshops.

The course is made of two components. The latter is an 'exam' component that is worth 40% of the overall grade, and takes place during the final Y11 Term.

## Progression:

The exam project is deeply personal and driven almost entirely by the students' personal choice – with support from the teacher to ensure exam board requirements are met. This project demonstrates five years' development with a range of materials and techniques, and originality. This body of work, along with overall GCSE grades, can secure a place at a fantastic Art school. This course is therefore ideal for students looking to refine their skillset ahead of Higher education in Fine Art, design or craft.

**The Art GCSE opens doors to the creative arts industry; the biggest growing industry in the UK right now.**



## You will learn by:

- Building powerful knowledge, unlocking understanding and developing on pre-existing techniques using a wide range of media and materials. You will be encouraged to be resilient, confident and have pride in your artistic achievements. You will develop the skills to be able to communicate with the world visually without fear of misunderstanding. You will decipher, interpret, create and articulate personal responses to artworks.

## You will be assessed by:

- Unit 1: Research and investigate sources of ideas in art and design. Students will be able to select the strongest pieces of their work produced during the course for marking and moderation. The coursework allows for individual creative response. This unit is worth 60% of the final grade
- Unit 2: Externally set task. You will be given the exam paper, with a range of topics, approximately twelve weeks before the exam. The 10-hour controlled test tends to occur just before the Easter holiday. This involves two days off timetable. This unit is worth 40% of the final grade.

**Tiers of entry:**

GCSE Art does not have any tiers of entry and all students have the opportunity to achieve GCSE grade 9-1.

**Course specification and exam board information:**

[AQA GCSE \(9-1\) in Art & Design \(Art, Craft & Design\)](#)  
QN - 60180882 (8201)

**Aims of the course:**

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

**What skills will you develop from this course?**

This course is mainly concerned with the visual presentation of ideas, though students are also expected to increase their understanding of art history. Candidates will be taught the skills and techniques necessary to enable them to explore problems and ideas involved in visual concept and development. Whilst some drawing ability is desirable, a creative mind and the eagerness and stamina to learn and improve techniques is more important (see earlier expectation for time spent in the 'studio' outside of lesson). This is the pupil who grows and succeeds. There is an emphasis on intelligent, independent thought and imaginative, forward-thinking responses that relate to the world around us.

**Progression / Careers route:**

With this course students can progress to further and higher education and rewarding careers the creative industries. Use these links to view some of the opportunities <https://www.studentartguide.com/articles/art-careers-list> <https://targetcareers.co.uk/career-sectors/arts-and-creative/894045-careers-in-art-and-design> Many students go on to study art and design and other creative subjects at sixth form and colleges. Otherwise, they use their Art and Design GCSE to demonstrate a balanced personality or to allow an outlet for their imagination. Regular artistic activity is also beneficial for wellbeing. There are also opportunities to study and work creatively with an apprenticeship use this link to start your search for opportunities <https://apprenticeshipguide.co.uk/apprenticeship-category/subject/art-and-dt/>

**Additional information:**

Some art equipment can be bought from the art department at no profit to us.  
Students are encouraged to come in at lunchtime.  
Art staff are always willing to support and help willing students.

[Click here](#) for a full student guide provided by the examination board AQA.

For further information please speak with D Harrison – [d.harrison@skipton.mlt.co.uk](mailto:d.harrison@skipton.mlt.co.uk)

# GCSE Business Studies

## Course Overview:

In GCSE Business Studies you will learn about:

- **Theme 1 – Investigating small business** This unit covers the key issues involved in enterprise. It allows students to identify the marketing, financial, human and operational issues of starting and running a small business.
- **Theme 2 – Building a Business** This unit builds on theme 1 and looks at the key issues in developing understanding of life in medium and large sized businesses. The unit incorporates external factors such as the environment and ethical behaviour, as well as marketing and people management.



## You will learn by:

- investigating real-life business scenarios in an enjoyable environment
- debating business problems and challenging yourself to think strategically
- taking part in role play and group activities to solve business problems
- investigating local businesses and carrying out market research to identify their strengths and weaknesses
- making effective use of IT and the Internet for business simulations

## You will be assessed by:

- Theme 1 - Exam, 1 hour 45 minutes. The paper will consist of calculations, multiple choice, short-answer and extended-writing questions. **(50% GCSE)**
- Theme 2 - Exam, 1 hour 45 minutes. The paper will consist of calculations, multiple choice, short-answer and extended-writing questions. **(50% GCSE)**

## Tiers of entry:

GCSE Business does not have any tiers of entry and all students have the opportunity to achieve GCSE grade 9-1.

## Course specification and exam board information:

- Edexcel GCSE in Business Studies 1BSO
- [Course Information](#)

## Aims of the course:

- actively engage in the study of business and economics to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- appreciate the range of perspectives of different stakeholders in relation to business and economic activities
- consider the extent to which business and economic activity can be ethical and sustainable

### **What skills will you develop from this course?**

- **practical skills** – time management, personal organisation and action planning
- **presentational skills** – addressing audiences using a variety of media and forms
- **personal skills** – showing evidence of progression
- **interpersonal skills** – communication and group work
- **cognitive skills** – reflection and review of own and others' performances

### **Progression / Careers route:**

- This is a qualification that is relevant to the world of work. Employers value this qualification as they see it as relevant.
- There are real opportunities to progress in education or employment.
- It is beneficial for most careers but particularly those in: accountancy; law; economics; marketing; journalism; management; banking; teaching; the civil service; human resources (HR).
- It may lead on to A Levels in Business, Economics or both but is not essential for those courses.

### **Additional information:**

All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth, and to ensure that businesses survive in this fast-changing world. Enterprise is a key government focus and is set to form an important part of the UK's global economic status, both now and in the future. Enterprise skills provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all businesses.

**Teacher in charge:** Mr M Cook – [m.cook@skipton.mlt.co.uk](mailto:m.cook@skipton.mlt.co.uk)

# GCSE Music

## Course Overview:

In music you will:

- develop your performing skills as both a soloist and as part of an ensemble
- develop an understanding of techniques and devices used in composition and incorporate these into your own work
- analyse pieces of music, considering how composers use elements of music to create a musical effect
- learn about music from different cultures and styles through time



## You will learn by:

- participating in practical lessons and accessing peer and teacher feedback to improve your skills
- listening, appraising, and analysing music from a variety of cultures and styles
- composing using computer software and your own instrument/voice
- undertaking research topics on different styles of music
- participating in composition and performance activities to develop skills and a sense of personal style

## You will be assessed by:

- **Understanding Music (40% of the total grade)**  
Listening exam – Section A: unfamiliar music (68 marks), Section B: study pieces (28 marks).  
*Assessed via examination at the end of Year 11*
- **Performing Music (30% of the total grade)**  
Performance 1- solo  
Performance 2- ensemble  
*Assessed in school and moderated by the exam board.*
- **Composing Music (30% of the total grade)**  
Composition 1- composing to a brief (released in Year 11)  
Composition 2- free composition  
*Assessed in school and moderated by the exam board*

<b>Understanding Music</b>	<b>Performing Music</b>	<b>Composing Music</b>
Area of Study (AoS) 1 & either AoS 2, 3 or 4	Solo and ensemble performance.	Two compositions (brief and free)
<b>AoS 1:</b> Western Classical Tradition 1650-1910	Students must be able to perform live music using an instrument (including DJ)/vocal, or by production via technology.	Combined running time of composition is 3 minutes minimum.
<b>AoS 2:</b> Popular Music	Highest level of demand is Grade 5 standard or above.	
<b>AoS 3:</b> Traditional Music	Combined performance time is 4 minutes minimum with at least 1 minute being as part of an ensemble.	
<b>AoS 5:</b> Western Classical Tradition from 1910	Students will undertake performances in Years 10 and 11. Accessed performances submitted for moderation must be recorded in Year 11.	

**Tiers of entry:**

GCSE Music does not have any tiers of entry and all students have the opportunity to achieve a GCSE grade 9-1.

**Course specification and exam board information:**

OCR Music J536

Further details are available from:

<https://www.ocr.org.uk/Images/219378-specification-accredited-gcse-music-j536.pdf>

**Aims of the course:**

Students will develop the ability to:

- actively engage in the process of music study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- develop students' own musical interests and skills including the ability to make music individually and in groups
- evaluate students' own and others' music
- understand and appreciate a range of different kinds of music from a variety of cultures and genres

**What skills will you develop from this course?**

- **Creative self-expression:** expressing ourselves creatively adds to our ability to express ourselves in other situations. This includes professional and personal relationships of all kinds.
- **Confidence and resilience:** it takes a great deal of courage to perform in front of others. Your confidence to perform and speak to audiences will develop as your musicianship develops. As you develop as a musician, you're going to have to overcome challenges and set-backs. You'll also receive feedback from your classmates and teachers, some of it will be positive and some developmental. You'll need to be resilient to overcome these challenges and have the commitment to continually improve.
- **Collaboration and Communication:** music is a fantastic way to communicate with others. Not only do you have to learn to communicate *about* your music, but you also learn to communicate *through* music. In addition, you'll probably encounter many musicians on your music journey in which you'll want to collaborate with. Communicating with others, collaborating with fellow musicians, and sending a musical message to your listeners all require different strategies. These strategies will be helpful in your relationships at school, throughout your career and in social situations.
- **Focus and Patience:** creative endeavours take willpower and determination, as we visualise our end goal, this takes focus, concentration, and perseverance. The fact is, anything worth doing takes focus and patience and music is no different.
- **Problem-solving:** learning creatively, helps us to become a unique kind of problem-solver that deals in abstract and artistic concepts as well as in the more technical ones.
- **Using feedback constructively:** students are assessed and graded constantly, and part of any mindful assessment is providing constructive and actionable feedback to develop from. Activities within music will always involve feedback. Students will develop their ability to give and receive feedback to rapidly improve their own work at that of others.

**Progression / Careers route:**

- The Creative Industries in the UK one of the biggest sectors of our economy and generates approximately £116 billion annually and employs around 2 million people.
- GCSE Music is a good preparation for further musical study and a solid foundation for the AS/A Levels in Music and Music Technology as well as BTEC National Diplomas (in Music, Popular Music and Music Technology).
- You may wish to go into a career in the music industry, publishing, entertainment and teaching or any job which involves communication and expressive skills.
- The study of music develops confidence, resilience, group skills, problem-solving, time-management skills and the ability to present to an audience. It is difficult to think of a career or post-16 pathway where these skills would not be useful.
- It is a very creative subject and will provide a sense of balance to your curriculum.

**Additional information:**

**It is expected that you have a weekly lesson on your chosen instrument or voice at school.** This will help you to fulfil your potential of performing.

**These lessons are provided by North Yorkshire Music Service and there is an additional cost involved in this. Students in receipt of pupil-premium funding will be provided some support by North Yorkshire Music Service.**

For more information, please speak to Mr. W Osborn – [w.osborn@skipton.mlt.co.uk](mailto:w.osborn@skipton.mlt.co.uk)

# GCSE Technology: Product Design

## Course Overview:

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



## You will learn by:

Over the two years the course will focus on three main areas. These are as follows:

### Core Technical Principles

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

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties.

### Specialist Technical Principles

In addition to the core technical principles, all students should develop an in-depth knowledge and understanding of the following specialist technical principles:

- selection of materials or components
- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes.

### Designing and Making Principles

Students should know and understand that all design and technology activities take place within a wide range of contexts. You should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure. You will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- specialist tools and equipment
- specialist techniques and processes

**You will be assessed by:**

The course assessment is broken into two parts that both assess your understanding of the three content areas. There is an exam element and an NEA element to complete.

**Exam**

This is a 2 hour written exam sat at the end of the course. It is one paper with 100 marks available. This is worth 50 % of your final grade and is made up of 3 sections as follows:

**Section A – Core technical principles (20 marks)**

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

**Section B – Specialist technical principles (30 marks)**

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

**Section C – Designing and making principles (50 marks)**

A mixture of short answer and extended response questions.

**NEA**

This is a project that is worth the other 50% of your final grade. There are 100 marks available for this too and around 30–35 hours will be given to the project. It is detailed as follows:

- Substantial design and make task
- Assessment criteria:
  - Identifying and investigating design possibilities
  - Producing a design brief and specification
  - Generating design ideas
  - Developing design ideas
  - Realising design ideas
  - Analysing & evaluating
- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA
- Students will produce a prototype and a portfolio of evidence

**Tiers of entry:**

GCSE Design and Technology does not have any tiers of entry and all students have the opportunity to achieve GCSE grade 9-1

**Course specification and exam board information:**

<https://www.aqa.org.uk/subjects/design-and-technology>

**Aims of the course:**

The course aims to equip students with the knowledge and understanding of all aspects of the design cycle and how this is changing in the world that they are growing up in. The theory element of the course is used to make students aware of the considerations and decisions that have to be made in the design process. This understanding can then be developed and shown in the NEA element of the course.

### **What skills will you develop from this course?**

The course encourages students to:

- demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas whilst designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products
- demonstrate safe working practices in design and technology
- use key design and technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.

### **Progression / Careers route:**

Many of the skills developed by taking the Design and Technology GCSE are looked upon favourably by employers or can be transferable to other areas of study.

This course is the ideal basis for further study in any area of design and technology. This could be A-Level courses such as product design or other vocational routes such as BTEC's. There are also a wide variety of other college courses or apprenticeships where the skills learn within this course would be beneficial.

### **Additional information:**

**Teacher in charge:** Mr S Field – [s.field@skipton.mlt.co.uk](mailto:s.field@skipton.mlt.co.uk)

# GCSE Art & Design: Textiles Design

## Course Overview:

Students undertake projects & externally set Assignments throughout the two years of GCSE. This coursework encompasses skills learnt from year 9 and builds on them significantly, with core focus on the following areas:

- Develop critical understanding through investigative, analytical, experimental, practical, technical, and expressive skills.
- Develop and refine ideas and proposals, personal outcomes, or solutions with increasing independence.
- Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intentions.
- Develop ideas through investigations informed by selecting and critically analysing chosen sources.
- Refine ideas as work progresses through experimenting with media, materials, techniques, and processes.
- Record ideas, observations, insights, and independent judgements, visually and through written annotation, using appropriate specialist vocabulary.
- Select from and use specialist tools, techniques, processes, equipment, and machinery precisely to create high quality samples and final outcomes.
- Select effective presentation skills to communicate their intentions and ideas.



## You will learn by:

- Carrying out focused practical tasks and short *design and make* projects.
- The projects will cover fashion and art textiles responses, based on students preferred area.
- Students will experiment with a range of decorative and constructive techniques such as: embellishment; embroidery; dyeing; printing; pleating; ruffles; darts and inserting fastenings. Students will produce a portfolio for each project to be submitted with the practical outcome that will build investigating, designing, making, analysing and evaluating skills needed for the GCSE.

## You will be assessed by:

### Component 1- Personal portfolio

Students produce a portfolio of work demonstrating knowledge, understanding and skills, and comprising supporting studies and personal responses by researching and investigating sources of ideas in fashion and Textile design. Students can select their strongest pieces of work to be marked and moderated for each assessment objective from across the projects completed. This component is worth 60% of the overall grade.

### Component 2- Externally Set Assignment

You will be given the exam paper, with a topic, approximately twelve weeks before the exam. The 10-hour controlled test or period of sustained focus happens at the end of preparatory period. This involves two days off timetable. This Component is worth 40% of the final grade.

## Tiers of entry:

GCSE Art & Technology-Textiles does not have any tiers of entry and all students have the opportunity to achieve a GCSE grade 9-1.

<p><b>Course specification and exam board information:</b></p> <p>Pearson Edexcel Art &amp; Design with Textiles</p> <p>Further details are available from:  <a href="http://Edexcel GCSE and GCE 2014 (pearson.com)">Edexcel GCSE and GCE 2014 (pearson.com)</a></p>	<p><b>Aims of the course:</b></p> <ul style="list-style-type: none"> <li>• To work independently and in small groups</li> <li>• To extend your knowledge in a specialist area of interest to you</li> <li>• To work in a challenging context</li> <li>• To gain excellent organisational and planning skills</li> <li>• To develop practical skills with specific equipment</li> <li>• To use your creativity to design, develop and model ideas</li> <li>• To gain a GCSE in a subject you enjoy</li> </ul>
---	--

**What skills will you develop from this course?**

GCSE Art & Design with Textiles is a most enjoyable and rewarding subject specialism to study which will provide you with a fantastic basis to explore your creativity and gain the opportunity to experiment with a variety of fabrics, threads and techniques. Students will learn how to: research and investigate topics from primary and secondary sources; create specifications; plan and work to set requirements; communicate thoughts visually and through annotation; problem solve and evaluate their performance and outcome/s. This course could prove to be most valuable for various aspects of life.

**Progression / Careers route:**

On completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or a whole host of careers in the design textiles industry, examples include:

- Fashion industry (*buyer, designer, fashion illustrator, interior designer, merchandiser, blogger, journalism, costume designer for theatre and film*)
- Retail industry (*sales, manager, window dresser*)
- Designer/Maker
- Teaching
- Occupational therapy
- Working with children

Fashion and Textiles is one of the largest industries in the UK and this country offers a range of further and higher education courses to build on students' talents and knowledge.

**Additional information:**

- Students that study GCSE Art & Design with Textiles will be expected to provide fabrics and components for projects in year 10 and their final outcome in year 11. However, support is available for students in receipt of the Pupil Premium.
- Students are encouraged to come in at lunchtime/after school.
- DT staff are always willing to support and help willing students.

For more information please speak to Ms B Collina – [b.collina@skipton.mlt.co.uk](mailto:b.collina@skipton.mlt.co.uk)

# BTEC Digital Information Technology

## Course Overview:

This course is made up of three components. Two that are internally assessed and one that is externally assessed. The assessment structure is designed so that students can build on what they learn, and develop their skills, as they move through the course.

Internal assessments focus on the themes of user interface development and data manipulation and visualisation techniques. The assignments are demanding pieces of coursework that expect you to write comprehensive documents discussing and evaluating the development of your projects. There is a strong literacy flavour to this course. The external component covers a broad range of information technology theory from viruses to accessibility to standards.



## You will learn by:

- Using internet and written resources to find out independently how technology has changed our lives and how we now rely on IT to shop, work and play.
- Discussing and analysing information to enhance your understanding of the topics studied.
- Being a critical friend for someone else's work because checking for accuracy, suitability and giving feedback on how to improve their work develops your understanding and critical thinking.
- Working in groups to research emerging technologies and presenting your findings.
- Independently carrying out tasks set by the exam board to improve your concentration, determination and organisational skills.

## You will be assessed by:

### Unit 1: Exploring User Interface Design Principles

Internal assessment (30%)

- This is assessed via a portfolio of evidence that students will create during lesson time, in controlled conditions.
- You will explore user interfaces, discover how to develop and review them, and investigate how to use project planning techniques.
- The total number of points available for this assessment is 36.

### Unit 2: Collecting, Presenting and Interpreting Data

Internal assessment (30%)

- This is assessed via a portfolio of evidence that students will create during lesson time, in controlled conditions.
- You will explore how data impacts on individuals and organizations followed by the production of a data visualisation solution – a data dashboard.
- The total number of points available for this assessment is 36.

### Unit 3: Effective Digital Working Practices

External assessment (40%)

- This is assessed via a 1 hour 30-minute written examination.
- The aim of this component is to explore how organisations use digital systems and the wider implications associated with their use.
- The total number of points available for this assessment is 48.

**Tiers of entry:**

The BTEC qualification is a Level 1/2 course where students have the opportunity to achieved results from a Level 1 Pass through to a Level 2 Distinction\* which are the equivalent of GCSE grades 1-9.

**Course specification and exam board information:**

The course online portal can be found here: [Link](#)

Full details on the Level 2 Technical Award Digital Information Technology are available from: [Link](#)

The course handbook can be purchased here: [Link](#)

**Aims of the course:**

- To acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts.
- To develop IT-based solutions to resolve practical problems.
- To develop your understanding of current and emerging technologies and their social and commercial impact.
- To develop your understanding of the legal, social, economic, ethical and environmental issues raised by information technology.
- To recognise potential risks when using IT, and develop safe, secure and responsible practices.
- To develop skills allowing you to work collaboratively successfully.
- To evaluate IT based solutions problems of a practical and vocational nature.

**What skills will you develop from this course?**

Students studying Digital IT can expect to develop a broad range of technical and interpersonal skills that are highly valued in today's digital landscape. They will gain proficiency in programming and computer software, equipping them with the ability to create efficient digital solutions and confidently navigate various technological platforms. Students will enhance their problem-solving skills by tackling real-world technical challenges, while improving their analytical and interpretation abilities through the evaluation of data and the extraction of meaningful insights. Collaborative projects will also help strengthen teamwork skills, encouraging effective communication and cooperation within group settings.

In addition to technical knowledge, students can expect to build essential soft skills that are crucial in any professional environment. They will develop strong listening and speaking skills through group discussions and presentations, while fostering creativity by exploring innovative approaches to digital projects. The course encourages staying positive when facing challenges and teaches the importance of aiming high to achieve ambitious goals. Students will also have opportunities to develop leadership skills by taking on key roles in team projects. Overall, Digital IT provides a balanced and comprehensive skill set, preparing students for a successful future in a variety of digital and professional careers.

**Progression / Careers route:**

After completing your studies at The Skipton Academy, there are several local options to further your education in Digital Information Technology. Craven College in Skipton offers comprehensive Computing and IT courses, covering areas such as Information Technology Systems, Database Development, and Cyber Security. The college provides access to modern IT suites equipped with industry-standard technology, ensuring you gain practical experience alongside theoretical knowledge.

Ilkley Grammar School offers A Levels in Computer Science and Maths, providing a strong foundation for further studies or careers in digital fields. Settle College also offers relevant post-16 courses, including A Levels and BTECs in IT and related disciplines, blending academic learning with practical applications. Exploring these institutions will help you find the right pathway to achieve your aspirations in Digital Information Technology.

**Additional information:**

**Teacher in charge:** Mr D Williams – [d.williams@skipton.mlt.co.uk](mailto:d.williams@skipton.mlt.co.uk)

# BTEC Health & Social Care

## Course Overview:

You will learn the skills needed to work in the sector of Health & Social Care including how to develop care values like respect and preserving dignity in care settings.

The care settings that are incorporated in this specification consist of:  
NHS, Social Services and other appropriate settings.

You will also study modules on understanding the barriers to service users and look at the different issues faced by various people over their lifetime in different life stages in given scenarios discussing how these factors may have impacted their Physical, Intellectual, Emotional and Social Development (PIES)



## You will learn by:

Completing and achieving all 3 Components within the qualification.

Component 1 – Human Lifespan Development

Component 2 – Health and Social Care Services and Values

Component 3 – Health and Well Being (External Exam 2 hours)

You will complete these components by teacher led activities, independent research tasks, class discussions, work booklets, guest speakers and provided with real life scenarios to interpret as a Health Care professional.

## You will be assessed by:

Students will be given PSA (Pearson Set Assessment) Tasks to be completed by the Examining Body. Students are given case studies and must apply their knowledge and understanding of this topic.

PSAs are graded at Pass, Merit or Distinction.

The external assessment is a 2-hour exam that is out of 60 marks.

## Tiers of entry:

The BTEC qualification is a Level 1/2 course where students have the opportunity to achieve results from a Level 1 Pass through to a Level 2 Distinction\* which are the equivalent of GCSE grades 1-9.

## Course specification and exam board information:

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care

Pearson Education Limited 2021

## Please find below a link to the Specification

<https://qualifications.pearson.com/content/dam/pdf/btec-awards/health-and-social-care/2022/Guide/b0746i-btec-tech-awards-health-social-care-mini-guide-a4p-prf2.pdf>

Qualification Number – 603/7047/6

## Aims of the course:

- Component 1
  - (A) Understand human growth and development across life stages and the factors that affect it.
  - (B) Understand how individuals deal with life events.
- Component 2
  - (A) Understand the different types of health and social care services and barriers to accessing them.
  - (B) Understand the skills, attributes and values required to give care.
- Component 3
  - (AO1) Knowledge of health and wellbeing
  - (AO2) Understanding of health and wellbeing
  - (AO3) Apply knowledge and understanding of health and wellbeing
  - (AO4) Analyse and evaluate knowledge and understanding of health and wellbeing

**What skills will you develop from this course?**

1. **Listening** – Receiving, retaining and processing information linked to given scenarios and to implement these within the suggested recommended actions.
2. **Problem Solving** – The ability to find a solution, able to support an individual with their care needs and to work out how to overcome potential obstacles they may face.
3. **Staying Positive** – Setting an individual achievable targets to improve their health and wellbeing.
4. **Speaking** – Using oracy to implement case studies and take on a person centred-approach which takes in to account an individual's needs, wishes and circumstances.
5. **Teamwork** – Staff within these settings need to work together to provide the best outcome for the individual – NHS working with Social Care – Primary and Secondary Services working together when referrals are needed.

**Progression Route:**

**Craven College** – Level 3 in Health and Social Care

**Craven College** – T-Level Health Care supporting the Adult Nursing Team – Academic and Practical Work Experience

**Ilkley Grammar School** – Level 3 Alternative Academic Qualification (AAQ) BTEC National Extended Certificate in Health and Social Care – 1 A-Level or BTEC National Diploma – 2 A-Levels

**South Craven School** – CTEC Level 3 Diploma in Health and Social Care – 1 A-Level

**Careers Route:****University Courses**

Nursing – BSC Honours at Edge Hill University

Psychology – BSC Honours at Leeds University

Social Work – MSocW Honours at York University

Sociology - BA Honours at York University

**Careers**

Adult Nursing

Paediatric Nursing

Care Worker

Allied Healthcare Professionals

Midwifery

Social Worker

Physiotherapist

Occupational Health

Speech and Language Therapist

Primary Education with QTS

Community Development Worker

FE Teacher

Health Promotion Specialist

Medical Sales Representative

**Additional information:**

If you have any further questions about the course, please do not hesitate to contact me on the email address below.

**Teacher in charge:** Miss S Brown – [s.brown@skipton.mlt.co.uk](mailto:s.brown@skipton.mlt.co.uk)



**Component 2:** Presenting and Performing Texts Students will study a play text chosen by the school. Students can work as a performer or designer. Students will take part in performing two extracts from the play or supporting a group with the design and creation. There is a short supporting document outlining the performers vision for the piece.

**Component 3:** Performance and Response Section A – a study of one play text set by the exam board Section B – completing of a live theatre evaluation (seen by the student as part of their study)

<b>Component Number and title</b>	<b>Assessment type</b>	<b>% of overall grade</b>
Component 1: Devising Drama	Internally assessed. Externally moderated	60 Marks 30%
Component 2: Presenting and Performing texts.	External examiner marked	60 marks 30%
Component 3: Performance and Response Written Examination	External exam	1 hr 30 mins 80 marks 40%

**Tiers of entry:**

GCSE Drama does not have any tiers of entry and all students have the opportunity to achieve a GCSE grade 9-1.

**Course specification and exam board information:**

OCR GCSE (1-9) in Drama J316

<https://www.ocr.org.uk/images/242630-specification-accredited-gcse-drama-j316.pdf>

**Aims of the course:**

- To gain a deeper understanding of themselves, of others and the world in which we live, past and present
- To build knowledge of all areas and careers in the Performing Arts industry
- To create, perform and reflect on practical performances in a variety of theatre styles
- To develop critical minds and experiment with various solutions to real problems in a safe atmosphere where consequences can be discussed, without the dangers and pitfalls of the "real" world.

### **What skills will you develop from this course?**

- **Self- development and empathy:** Performing Arts is a physical, mental, and emotional journey about personal betterment
- **Creative self-expression:** Expressing ourselves creatively adds to our ability to express ourselves in other situations. This includes professional and personal relationships of all kinds.
- **Confidence and resilience:** In performing arts settings, people will have varied opinions about someone else's expressions. Some of it will be positive and some negative. This is a mindset we can apply to many areas of our lives.
- **Collaboration and Communication:** the performing arts are deeply collaborative. They are about making connections, sharing common interests and goals with others. They are also about building trust with those we choose to work with on projects. With such experiences, we learn to face challenges
- **Focus:** Creative endeavours take willpower and determination, as we visualise our end goal, this takes focus and concentration. The fact is, anything worth doing takes focus and the performing arts are no different.
- **Problem-solving:** learning creativity, helps us to become a unique kind of problem-solver that deals in abstract and artistic concepts as well as in the more technical ones.
- **Using feedback constructively:** students are assessed and graded constantly, and part of any mindful assessment is providing constructive and actionable feedback they can develop from. Performing arts work always involves feedback. Students can learn through artistic practices that feedback can be empowering if both given and received the right way.

### **Progression / Careers route:**

The course provides a good foundation for study into post 16:

- A Levels as preparation for entry into higher education and university in a range of subjects **not just Drama or Performing Arts**
- Study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education.
- A career in the Performing Arts as an actor, dancer, director, screen writer, stage manager, broadcaster

This course also develops key skills which are valuable for careers in:

- Law
- Education/Teaching
- Business
- Public sector

### **Please do not hesitate to contact me if you require any additional information:**

For further information, please speak with:

Mrs V Adams – Teacher of Drama Performing Arts [v.adams@skipton.mlt.co.uk](mailto:v.adams@skipton.mlt.co.uk)

# BTEC Sport

## Course Overview:

The BTEC Tech Award in Sport course covers many of the staple aspects of physical education combined with evaluating new technologies and innovations.

The course is split into three components:

- Component 1 explores the sports industry and how participants can access it and then prepare to take part.
- Component 2 allows students to demonstrate their knowledge and ability within a selected sport.
- Component 3 investigates fitness testing and training, how the body adapts to training and how training programmes are designed to improve fitness.



## You will learn by:

The course offers opportunities to research different aspects of sport, develop your analysis and evaluation skills, the ability to process and present facts and data, explore methods to improve your own and others performance and to put many of these ideas into a practical experience.

## You will be assessed by:

Component 1 – internal assessment

- Produce a written report that explores how you can increase participation for a chosen participant.
- Produce a presentation that recommends clothing, equipment and technology that the chosen participant can access in two sports.
- Plan and deliver a three stage warm up.

Component 2 – internal assessment

- Produce a written report that explores how components of fitness are used in an activity.
- Practically demonstrate skills and strategies in chosen sport.
- Produce a presentation on the roles and responsibilities of officials and the rules and regulations of a chosen sport.
- Plan and deliver a main activity with a sports session of your choice.

Component 3 – external exam

Sit a one hour thirty-minute exam, that is marked externally.

## Tiers of entry:

The BTEC qualification is a Level 1/2 course where students have the opportunity to achieved results from a Level 1 Pass through to a Level 2 Distinction\* which are the equivalent of GCSE grades 1-9.

## Course specification and exam board information:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.html>

QN – 603/7068/3

## Aims of the course:

The course aims to develop specific knowledge and understanding of the sport and active leisure industry, focusing on health, fitness, activity and sport.

The specialist knowledge includes the body systems, sports injuries, technological advances, fitness testing and training, nutrition, psychological factors, and the skills and qualities of sports leaders.

**What skills will you develop from this course?**

- Research
- Evaluation and analysis
- Personal skills and qualities such as confidence, communication and organisation
- The ability to work with others

**Progression route:**

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression 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 a BTEC National in Sport, which prepares learners to enter employment or an Apprenticeship, or to move to higher education by studying a degree in the sport or sport and exercise areas.

**Additional information:**

There are opportunities within the course to use skills and knowledge from other subjects, such as science when investigating the body systems, maths for interpreting data from fitness tests and calculating training zones, and English for writing and presenting assessments.

**Teacher in charge:** Mr J Jones – [j.jones@skipton.mlt.co.uk](mailto:j.jones@skipton.mlt.co.uk)

# Hospitality & Catering

## Course Overview:

In Level 2 Hospitality and Catering you will learn about:

- Job roles
- Customer requirements
- Safety in the work place
- Food Hygiene and legislation
- Different types of services
- Different establishments
- Standards and ratings
- Costings and profit
- Nutrients
- Dietary needs
- Menu planning
- Preparing a range of dishes



## You will learn by:

- Visiting hospitality and catering establishments
- Carrying out practical activities based around a work-based scenario
- Planning menus
- Working towards a specific target market/client
- Cooking a range of dishes using basic to advanced skills
- Conducting risk assessments
- Demonstrating teamwork and working independently in practical tasks

## You will be assessed by:

The course is broken down into 2 units. Students will be working at level 2 and will have the opportunity to achieve grades between level 2 pass and level 2 distinction\*.

**Unit 1** The Hospitality and Catering Industry: Written paper. Short and extended questions based around applied situations. **(40% of overall grade)**

**Unit 2** Hospitality and catering in action: Coursework to plan, prepare and cook dishes around a specific event & clients and record findings. **(60% of overall grade)**

## Tiers of entry:

Students will be working at a level 2. There are no tiers in Hospitality and Catering all students will sit the same exam within the summer term of year 11.

Students will be graded at pass, merit, distinction or distinction\*. These grades are equivalent to GCSE grades 4-8.5

## Course specification and exam board information:

Further details are available from:  
[https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/#tab\\_keydocuments](https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/#tab_keydocuments)

## Aims of the course:

- The aim is for students to gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.
- Students use their knowledge and understanding of the industry to propose new hospitality and catering provisions to meet specific needs.
- Students will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes, and how to review their work effectively.

### **What skills will you develop from this course?**

This level 2 qualification in Hospitality and Catering focuses on practical cooking skills:

- **BASIC** Prep Skills
- **Basic Preparation techniques:** Zesting; grating; hydrating; juicing; marinating; mashing; melting; proving; shredding; sieving; tenderising; blending, beating
- **Knife techniques:** Chopping; peeling; trimming
- **MEDIUM** Prep Skills
- **Medium Preparation techniques** (Minimum of 3): creaming, dehydrating; folding; kneading; mixing; puréeing; rub-in; rolling; skinning; toasting nuts/seeds;
- **Knife techniques:** batonnet; Chiffonade; dicing; slicing; deseeding; spatchcock
- **COMPLEX** Prep Skills
- **Complex Preparation techniques** (Minimum of 5): shaping; unmoulding, whisking/aeration; crimping; laminating/pastry; melting using bain-marie; piping

### **Progression / Careers route:**

On completion of this course, students will be qualified to go on to further study or embark on an apprenticeship in a whole host of careers in the hospitality and catering industry. Examples include:

- Conference / Events manager
- Chef / Caterer
- Environmental Health Officer
- Hotel Management
- Restaurant/Catering Management
- Maitre'D / Sommelier
- Concierge
- Conference Manager

### **Additional information:**

Students who study Level 2 Hospitality and Catering will be expected to provide food ingredients for all their practical work. However, support is available for students in receipt of the Pupil Premium.

Students can combine Hospitality and Catering with Design Technology: Textiles and/or the Award in Engineering Design.

For more information please speak to J McMorris – [j.mcmorris@skipton.mlt.co.uk](mailto:j.mcmorris@skipton.mlt.co.uk)