

# Serlby Park Academy



## Options booklet 2022

# English Language & English Literature

## SUBJECT INFORMATION

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English is a core subject which is compulsory for all students.

## ASSESSMENT

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### GCSE English

This course has two examinations, 1 x 1 hour & 45 minute examination and 1 x 2 hour examination.

There is no controlled assessment; the students' final grades are determined by their examinations.

#### Paper 1:

**Section A:** Analysis of 20th Century Prose Texts.

**Section B:** Narrative/Recount Writing.

#### Paper 2:

**Section A:** Analysis of 19th/21st Century Non-fiction Texts.

**Section B:** Transactional Writing.

### GCSE English Literature

This course has two examinations, 1 x 2 hour examination and 1 x 2 hour & 30 minute examination.

There is no controlled assessment; the students' final grades are determined by their examinations.

#### Paper 1:

**Section A:** Analysis of a Shakespeare Play.

**Section B:** Analysis of Anthology Poetry.

#### Paper 2:

**Section A:** Analysis of a Post-1914 text.

**Section B:** Analysis of a Pre-1914 text.

**Section C:** Analysis of Unseen Poetry.

## EXAM BOARD

Eduqas

# Mathematics

## SUBJECT INFORMATION

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Mathematics is a core subject which is compulsory for all students.

## COURSE OUTLINE

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Year 10 will follow a GCSE program of study suited to their ability – Foundation or Higher tier. The content is linear, building on previous knowledge, that concludes with external assessments at the end of year 11. Regular internal assessments will take place throughout year 10 and 11 to track progress.

Due to the strengthening of the GCSE greater challenge will be present in both the foundation and higher exams with a much stronger emphasis on problem solving.

As a department we put on weekly after school revision sessions and additional subject time in the school holidays, to help support or boost the progress of your child.

## LEARNING AND TEACHING STYLES

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The learning and teaching styles will vary according to the topic being studied, but we will aim to cater for all types of learners. Students will study individually, in small groups or as a whole class. We further extend the curriculum by offering AQA Level 2 Certificate in Further Mathematics

which is designed to stretch and challenge high achieving mathematicians who are expected to achieve the top grades in GCSE Mathematics and are likely to progress to A-level study in Mathematics and possibly Further Mathematics.

## PERSONAL SKILLS/QUALITIES

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Students will need to demonstrate an excellent work ethic throughout Years 10 and 11 in order to achieve the best result possible in this crucial GCSE subject. They will be required to work with other students, communicate their ideas verbally and in writing and apply their knowledge to solve problems presented to them. Independence is essential especially when it comes to ensuring students achieve the grade they would like or need for their future. Opportunities are always available for extra help and they should seek it out should they need it! A positive and consistent attitude towards homework supports success in this subject.

## PROGRESSION ROUTES

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GCSE Mathematics is still an entry requirement for many courses at colleges of further education, for apprenticeships and for A Levels. There is also a clear progression via GCSE Mathematics and A level Mathematics to a Mathematics Degree.

## COURSE OPPORTUNITIES

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Mathematics is a skill requirement for careers such as mechanical engineering, electronic engineering and many aspects of the building trade.

Mathematics graduates may become:

- Accountants
- Bankers
- Actuaries
- Statisticians
- Economists
- Researchers
- Management Consultants
- Transport Planners
- Lecturers
- Teachers!

## ADDITIONAL ADVICE

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Please speak to your connections advisor, Mathematics teacher or research the following websites if you require further information:

- [www.m-a.org.uk](http://www.m-a.org.uk)
- [www.ima.org.uk](http://www.ima.org.uk)
- [www.rss.org.uk](http://www.rss.org.uk)
- [www.lms.ac.uk](http://www.lms.ac.uk)

## TIERS OF ENTRY

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**Higher paper** - 3 - 9

**Foundation Paper** -1- 5

**EXAM BOARD**

Edexcel

# Science

## SUBJECT INFORMATION

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Science is a core subject- it is compulsory for all students. The exam is linear and the exams will be sat at the end of the course.

## COURSE OUTLINE

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The Science GCSE course is studied at KS4 and you receive a Double Award = 2 GCSEs in Science.

We are studying the AQA Syllabus TRILOGY.

The scheme of work covers Biology, Chemistry and Physics and the topics covered throughout the course are.

### **Biology (10% maths content)**

- Cells
- Organisation
- Infection and response
- Bioenergetics
- Homoeostasis
- Inheritance, variation and evolution
- Ecology

### **Chemistry (20% maths content)**

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

### **Physics (30% maths content)**

- Energy
- Electricity
- Particle model and atomic structure
- Forces
- Waves
- Magnetism and Electromagnetism

**There are six papers two biology, two chemistry and two physics papers totalling 7.5 hours of examinations.**

# Physics

## SUBJECT INFORMATION

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This course will help you develop a deep understanding of science. It will encourage your development of knowledge and understanding in physics. There is a need to be able to understand and use mathematical language in explanations, applications and evaluations in this course

This is only taught as a separate science if you choose to take the Triple Award Science option block.

## COURSE OUTLINE

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The course is split into four areas. It is designed to develop your scientific thinking. Then it will build your experimental skills and strategies. It will seek to develop your analysis and evaluation and finally develop your understanding of scientific vocabulary, quantities, units and symbols.

## ASSESSMENT

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### Paper 1 (1hr 45min)

Topics covered are:

- Energy
- Electricity
- Particle model of matter
- Atomic structure.

### Paper 2 (1hr 45min)

Topics covered are:

- Forces
- Waves
- Magnetism and electromagnetism
- Space physics.

## TIERS OF ENTRY

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### Foundation Tier

### Higher Tier

EXAM BOARD

AQA

# Chemistry

## SUBJECT INFORMATION

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This course will help you develop a deep understanding of science. It will encourage your development of knowledge and understanding in chemistry.

## COURSE OUTLINE

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The course is split into four areas. It is designed to develop your scientific thinking. Then it will build your experimental skills and strategies. It will seek to develop your analysis and evaluation and finally develop your understanding of scientific vocabulary, quantities, units and symbols.

This is only taught as a separate science if you choose to take the Triple Award Science option block.

## ASSESSMENT

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### Paper 1 (1hr 45min)

Topics covered are:

- Atomic structure and the periodic table
- Bonding
- structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes.

### Paper 2 (1hr 45min)

Topics covered are:

- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources.

## TIERS OF ENTRY

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### Foundation Tier

### Higher Tier

## EXAM BOARD

AQA

# Biology

## SUBJECT INFORMATION

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This course will help you develop a deep understanding of science. It will encourage your development of knowledge and understanding in biology.

## COURSE OUTLINE

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The course is split into four areas. It is designed to develop your scientific thinking. Then it will build your experimental skills and strategies. It will seek to develop your analysis and evaluation and finally develop your understanding of scientific vocabulary, quantities, units and symbols.

This is only taught as a separate science if you choose to take the Triple Award Science option block.

## ASSESSMENT

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### Paper 1 (1hr 45min)

Topics covered are:

- Cell biology
- Organisation
- Infection and response
- Bioenergetics.

### Paper 2 (1hr 45min)

Topics covered are:

- Homeostasis and response
- Inheritance
- variation and evolution
- Ecology.

## TIERS OF ENTRY

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**Foundation Tier**

**Higher Tier**

**EXAM BOARD**

**AQA**

# History

## COURSE OUTLINE

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Throughout the History GCSE we will investigate a range of events including Medicine in Britain circa 1250-present day and the British sector of the Western Front, 1914 to 1918, including injuries treatment and the trenches.

Secondly we will look at Early Elizabethan England, 1558-88. In addition we study the American West, circa 1835-2895. Finally Weimar and Nazi Germany is covered looking at events circa 1918 to 1939.

History teaches you how and why the World came to be as it is today, History asks 'How did things get to be this way?' History deals with big issues such as racism, power, war politics, discrimination and terrorism.

## ASSESSMENT

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History consists of three written papers at the end of year 11.

## COURSE OPPORTUNITIES

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Employers and universities value History very highly; the skills that are taught within the subject are very useful in work, study and life. History can lead to a wide range of jobs such as journalist, librarian, work within the tourist industry and lawyer. History also helps pupils:

- Think independently and critically;
- Improve their problem solving skills;
- Weigh conflicting factors carefully before taking critical decisions;
- Gain an understanding of human nature, allowing them to better understand the actions of people in the past and present.

## EXAM BOARD

Edexcel

# Geography

## SUBJECT INFORMATION

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The Geography GCSE allows pupils to deepen their understanding of topics covered in Geography at Key Stage 3 as well as introducing them to new ideas and concepts.

## COURSE OUTLINE

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Pupils will study 3 physical environment topics which consist of Natural Hazards, The Living World and Physical Landscapes in the UK; plus 3 human environment topics; these include Urban Challenges, The Changing Economic World and Resource Management. Geography will allow pupils to make sense of the world around them, looking at current local and global issues, whilst considering how we protect our world for future generations. Within these topic areas geographical skills such as map reading, data analysis and enquiry are developed. Issues will be looked at that will encourage pupils to weigh up both sides of an argument.

There will be two compulsory pieces of fieldwork in both a human and physical environment.

## ASSESSMENT

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The Geography exam consists of three written papers taken at the end of year 11.

Paper 1 will cover the physical topics.

Paper 2 will cover the human topics.

Paper 3 will be questions based on the fieldwork pupils have carried out.

## COURSE OPPORTUNITIES

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A GCSE in Geography leaves pupils with a variety of options when it comes to post 16 educations. It allows pathways into 'A' level Geography and Environmental Science. Employers recognise the diverse skills taught through the subject including problem solving, analytical thinking and working within a team. Linked with other courses, Geography can lead to many great careers including engineering, environmental protection and travel and tourism.

**EXAM BOARD**

AQA

# French

## COURSE OUTLINE

The AQA examination course requires that pupils will develop the ability to understand and use vocabulary and structures based on three themes and associated topics introduced during Years 7 and 8, namely:

### Identity & Culture

- Relationships with family and friends
- Free Time and the Media
- Health
- Customs and festivals in French-speaking countries/communities

### Local, National, International and Global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- The environment
- Poverty/homelessness
- Travel and tourism

### Current and future study and employment

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

## ASSESSMENT

### Listening

Written exam:

- 35 minutes for Foundation, 45 minutes for Higher
- 25% of GCSE

- Section A – questions & answers in English.
- Section B – questions & answers in French.

### Speaking

- 7–9 minutes ( Foundation)
- 10–12 minutes ( Higher)
- 25% of GCSE
- Role-play
- Photo
- General conversation

### Reading

- 45 minutes (Foundation Tier),
- 1 hour (Higher Tier)
- 25% of GCSE
- Section A – questions & answers in English.
- Section B – questions & answers in French.
- Section C – Translation from French into English.

### Writing

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE
- Question 1 – structured writing task
- Question 2 – open-ended writing task
- Question 3 – translation from English into French

## TIERS OF ENTRY

### Foundation Tier

### Higher Tier

# Physical Education

## SUBJECT INFORMATION

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Physical Education is compulsory for all students.

## COURSE OUTLINE

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The Physical Education Department aims to offer pupils experiences which will enable them to enjoy different forms of activity through performing, planning, evaluating and working with others.

Physical education is primarily concerned with physical capabilities but the associated aspects of knowledge and understanding are also vital components for all children. Additionally, the development of personal skills within a social setting can be enhanced by participating in an appropriate and sensitively designed Physical Education programme.

The PE curriculum delivered at Serlby Park academy enables pupils to learn purposeful physical activity that will lead to their own positive physical, social, mental and emotional growth and encourage a lifelong commitment to an active and healthy lifestyle.

## CORE AIMS

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- To help promote physical fitness that will improve the quality of life.
- To learn and adopt acceptable moral and social standards.
- To develop maximum physical potential according to each individual's ability.
- To help prepare pupils to see the role of leisure in their future.
- To develop a working knowledge of safe practice.
- To promote the development of movement co-ordination and the acquisition of a range of motor skills.
- Develop the capacity to maintain interest and to persevere to achieve success.
- Foster self-esteem through the acquisition of physical competence and poise.
- Develop self-confidence through understanding the capabilities and limitations of oneself and other.

## ARRANGEMENT OF TEACHING

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Pupils at KS4 are offered a broad and balanced curriculum with a wide variety of sports which include the following;

- Games activities
- Net activities
- Athletic activities
- Health and well being

## PARTICIPATION

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PE kit must be worn in all lessons, even if pupils are injured and restricted in what they do. On such occasions pupils will be asked to officiate, analyse and evaluate performances of others whilst in the correct kit.

## KIT POLICY

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In order to maintain the high standards set within the school regarding uniform and for reasons of safety and hygiene, all pupils at Serlby Park academy have to wear the correct PE kit for the activities undertaken.

**For additional information about the PE lessons speak to any member of the PE department.**

# Art and Design

## SUBJECT INFORMATION

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Have you ever wondered why so many creative people are successful in many different walks of life?

Creativity isn't only about pursuing artistic interests; it can also open the door to exciting career opportunities for students.

GCSE Art & Design offers students the experience to really enhance their creative skills and take an independent approach to their work.

## COURSE OUTLINE

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GCSE Art and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature.

This two unit specification enables students to develop their ability to actively engage in the processes of Art and Design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

## COURSE OPPORTUNITIES

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Gaining a GCSE in art can lead to many opportunities in further education including

courses such as:

- Fine Art
- Photography
- BTEC Level 3 Art & Design
- Video game design
- Media
- Textiles
- Fashion
- Film making

## ASSESSMENT

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### Unit 1:

- Portfolio of Work (Controlled Assessment)
- 60 per cent

### Unit 2:

- Externally Set Task
- 40 per cent

# AQA Art and Design Photography

## COURSE OUTLINE

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This is a GCSE Art & Design qualification with photography as its focus and skill. You will learn a wide range of photography techniques and apply them in an artistic way to create unique and exciting images.

This two-unit course enables students to develop their ability to engage in the artist creative process. Students will research photographers to gain a string contextual understanding of the medium. Students will then experiment with techniques and materials before developing their own original ideas.

## COURSE OPPORTUNITIES

Gaining a GCSE in Art Photography can lead to opportunities in further education including:

Photography

Fine Art

Fashion

Film

Media

## ASSESSMENT

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### Component 1:

Portfolio of work 60%

### Component 2:

External assessment: 40%

EXAM BOARD

AQA

# Computer Science

## SUBJECT INFORMATION

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Engaging and practical, Computer Science is all about creativity and problem solving. In the course of your study, you will develop an understanding of the core concepts of computer science and be given the opportunity to undertake a number of programming challenges using a variety of high-level programming languages.

## COURSE OUTLINE

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There are two strands to the course: computer systems and computational thinking, algorithms and programming. You will cover the following topics in these strands:

### 1. Computer Systems:

- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- Systems Software
- Ethical, legal, cultural and environmental impacts of digital technology

### 2. Computational thinking, algorithms and programming:

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments

## COURSE OPPORTUNITIES

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A GCSE in Computer Science leads to further study at A-Level and university and ultimately a career in software development across a number of different sectors: entertainment, banking and finance, cybersecurity, telecommunications, health and more!

## ASSESSMENT

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You will sit two final exams in the summer of Year 11—each exam lasts **1 hr 30 mins** and are worth **50%** of your final grade.

**Paper 1** covers the topics in the Computer Systems strand.

**Paper 2** covers the topics in the Computational Thinking, Algorithms and Programming Strand.

EXAM BOARD

OCR

# Sport Science

## OCR Cambridge National

### SUBJECT INFORMATION

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The OCR Cambridge national in Sport Science will equip learners with sound specialist knowledge. This knowledge will be assessed both in theory and practically for some of the units. A keen interest in sport is crucial, and a willingness to take part in practical lessons is essential. This being said there is a requirement for written coursework, therefore learners must be prepared to explain and justify their knowledge in written form.

### COURSE OUTLINE

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#### Practical Content

Undertake fitness tests to assess personal fitness

Design and complete a 6-week training programme to improve areas which require improvement

Investigating the short- and long-term effects of exercise on the body

#### Written Content

You will sit a 1 hour written exam entitled: Reducing the risk of sports injuries and dealing with common medical conditions

You will write up coursework based on finding from practical research, and evaluate any impact or findings you discover, as well as background information on key areas within the units.

### MANDATORY UNITS

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**R180:** Reducing the risk of sports injuries and dealing with common medical conditions

**R181:** Applying the principles of training: fitness and how it affects skill performance

### OPTIONAL UNITS

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**R182:** The body's response to physical activity and how technology informs this

**R183:** Nutrition and sports performance

### GRADING

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All results are awarded on the following scale:

- Distinction\* at Level 2 (D2\*)
- Distinction at Level 2 (D2)
- Merit at Level 2 (M2)
- Pass at Level 2 (P2)
- Distinction at Level 1 (D1)
- Merit at Level 1 (M1)
- Pass at Level 1 (P1).
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### ASSESSMENT

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Overall, the course will be worth 200 marks.

This is comprised of:

- 40% External Exam
- 60% Coursework

**EXAM BOARD**

OCR Cambridge National

# Performing Arts (Acting)

## Pearson BTEC Tech Award Level 1/2

### SUBJECT INFORMATION

The Pearson BTEC Level 1/2 Tech Award in Performing Arts is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance. The qualification enables learners to develop their sector-specific skills, such as refining work and applying skills for a performance using realistic vocational contexts, and personal skills, such as working with others, working to deadlines, and responding to feedback through a practical and skills-based approach to learning and assessment.

### COURSE OUTLINE

#### Units of Study:

#### 1 Exploring the Performing Arts

Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance. Learners will explore and participate in workshops and classes to develop their knowledge and understanding of the

interrelationships between processes, techniques and approaches that contribute to performance repertoire.

#### 2 Developing Skills and Techniques in the Performing Arts

Learners will develop their performing arts skills and techniques through the reproduction of acting repertoire as performers. Learners will participate in rehearsals, continuing the development of skills and techniques. They will apply interpretative skills and techniques appropriate to the selected discipline in a performance. Learners must track their progress during this component, reflecting on their development of skills and working practices in workshops, through to rehearsals and performances.

#### 3 Responding to a Brief

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as a performer in response to a brief and stimulus. Learners will understand how to respond to a brief through discussion and practical exploration activities. They will demonstrate how to select and develop necessary skills and techniques. They will demonstrate effective use of performance skills in a workshop performance to the target audience, then evaluate the development process and outcome.

### ASSESSMENT

- 60% internally assessed
- 40% externally assessed

# GCSE Food Preparation and Nutrition - Eduqas

## SUBJECT INFORMATION

The GCSE in Food Preparation and Nutrition equips you with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

It encourages you to cook, enables you to make informed decision about food and nutrition and allows you to acquire the knowledge to be able to feed yourself and others affordably and nutritiously, now and later in life.

## COURSE OUTLINE

The course content will be covered in Theory and Practical lessons.

You will need to be committed to bringing ingredients every week for completing practical work.

### Component 1 – Principles of Food Preparation and Nutrition

This is examined by a written exam at the end of Y11.

This includes work on food commodities, principles of nutrition, diet and good health, the science of food, where food comes from and food preparation.

### Component 2 – Food Preparation and Nutrition in Action.

The non examined assessment.

## ASSESSMENT

### Component 1 - 50% of Final Grade

- 1 hour 45 minutes written examination paper
- Assessment is with worth 100 Marks.

### Component 2 - 50% of Final Grade

- Assessed through a Non-examination assessment task (NEA) which will be completed under controlled conditions.
- **Assessment 1 – 8 hours – The Food Investigation Assessment**
  - A scientific food investigation which will assess your knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food
- **Assessment 2 – 12 hours – The Food Preparation Assessment**
  - You will prepare cook and present a menu which assesses your knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food,
  - These assessments will be based on a choice of tasks released by Eduqas annually.

# Health & Social Care

## OCR Cambridge National

### SUBJECT INFORMATION

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Health and Social Care focuses on how to work with different types of people in different care settings.

### COURSE OUTLINE

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Throughout Health and Social care, we will be gathering practical experience and understanding of what is needed to be a successful care practitioner across a range of care settings.

Students will understand and apply the fundamental principles and concepts of the rights of individuals, person-centered values, effective communication and how to protect individuals in health and social care settings.

They will develop a variety of practical skills that can be applied to real-life contexts and work situations. Students will be encouraged to think creatively, innovatively, analytically, and logically throughout the course.

### MANDATORY UNITS

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RO32 – Principles of care in health and social care settings

RO33 – Supporting individuals through life events

### OPTIONAL UNITS

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RO34 – Creative and therapeutic activities

RO35 – Health promotion campaigns

### GRADING

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**All results are awarded on the following scale:**

- Distinction \* at level 2 (\*2)
- Distinction at Level 2 (D2)
- Merit at Level 2 (M2)
- Pass at Level 2 (P2)
- Distinction at Level 1 (D1)
- Merit at Level 1 (M1)
- Pass at Level 1 (P1)

### ASSESSMENT

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- 40% Exam based
- 60% Coursework

### EXAM BOARD

OCR Cambridge National

# Music

## Pearson BTEC Award Level 1/2

### SUBJECT INFORMATION

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The Pearson BTEC Level 1/2 Tech Award in Music Practice is for learners who want to acquire technical knowledge and technical skills through vocational contexts by exploring and developing their musical skills and techniques, and by responding to a music industry brief.

### UNITS OF STUDY

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#### 1 Exploring Music Products and Styles

In this component, learners will develop their understanding of different types of music product and the techniques used to create them. They will explore how musical elements, technology and other resources are used in the performance, creation and production of music. Learners will also practically explore the key features of different genres of music and music theory and apply their knowledge and understanding to developing their own creative work.

#### 2 Music Skills Development

Learners will participate in workshops and classes where they will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout their development, learners will review their progress and consider how to make improvements. They will learn how musicians share their work and collaborate with others.

#### 3 Responding to a Commercial Music Brief

This component will allow learners to work to their strengths and interests and apply the skills that they have learned throughout the course in a practical way. They will focus on a particular area of the music industry that excites and appeals to them and respond to a commercial music brief as a composer, performer or producer. They will develop and present an original creation based on a piece from a given list and a style from a choice of four. They will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project. They will also consider how their skills and interests make them suitable for the specific music industry opportunity.

### ASSESSMENT

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- 60% Internally assessed
- 40% Externally assessed

### EXAM BOARD

OCR Cambridge National

# Creative iMedia

## SUBJECT INFORMATION

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products.

The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

## COURSE OUTLINE

The OCR Level 1/2 Cambridge National Certificate in Creative iMedia consists of two mandatory units and one optional unit.

Additional units may also be covered for the OCR Level 1/2 Cambridge National Diploma in Creative iMedia

## UNITS OF STUDY

### Mandatory:

**Unit R093:** Creative iMedia in the media industry

Written paper OCR set and marked externally

1 hour 30 minute written examination

This exam contributes 40% of the total marks available for the qualification.

**Unit R094: Visual identity and digital graphics**

Centre assessed task OCR moderated

### Optional:

**(may be subject to change)**

Centre assessed tasks OCR moderated

### moderated

**R095** Characters and comics

**R096** Animation with audio

**R097** Interactive digital media

**R098** Visual imaging

**R099** Digital games

Students must complete three units:

- one externally assessed unit
- two centre assessed

# Design and Technology

## SUBJECT INFORMATION

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

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

## COURSE OUTLINE

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AO1: Identify, investigate, and outline design possibilities to address needs and wants.

AO2: Design and make prototypes that are fit for purpose.

AO3: Analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others wider issues in design and technology.

AO4: Demonstrate and apply knowledge and understanding of technical principles, designing and making principles.

## ASSESSMENT

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Written exam: 2 hours covering AO3 & AO4  
100 marks : 50% of GCSE

Non-exam assessment (NEA) Covering AO1, AO2 & AO3

Non-exam assessment (NEA): 30–35 hours approx.

100 marks : 50% of GCSE

The NEA is a Substantial design and make task. You will identify and investigate a design possibilities for a given scenario - released by AQA each year, you will then produce a design brief and specification, generate design ideas, develop your design ideas, realise your design ideas and analyse and evaluate your completed product. Students will produce a prototype and a portfolio of evidence

Work will be marked by teachers and moderated by AQA