DOWNHAM MARKET ACADEMY

Pathways

Through Key Stage 4

2026

DMA DNA

Passion. Progress. Perseverance. Pride. Positivity

Ofsted Good Provider

ela EASTERN LEARNING ALLIANCE

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Decision time

Dear Parents/Carers and Students

Although it is true that many **opportunities** will come your way over the future years, it is also true that the pathway you take during the next two years at school will form the foundations of your future; a thought both **exciting** and perhaps a little **daunting**. Your teachers understand this as we have all been there!

It is important that you **take the time** to read the course information in this booklet, do some online research about each course we offer and **talk** to current students and teachers *before* you make any decisions about subject combinations.

When considering your choices it is important to think about the following things:

- What do you **enjoy**? You will always be more successful at what you enjoy!
- Aim for a broad and balanced curriculum with a good **range** of courses
- Do not make a choice just because your **friends** are — they are not going to be living the rest of *your* life, *you* are!

You will have decisions to make on individual courses, but it is equally as important to think about your range of qualifications as a whole – especially when thinking about the types of courses on offer at Further Education (Sixth Form or College), and Higher Education (University).

So:

- Be confident
- Be brave
- Aim high
- Maximise the opportunities available to you at the end of Year 11

Members of staff will always be on hand for help and advice to support you in making the best choices.

After the Christmas break, we will invite students along with parents/carers to an Open Evening on 15th January 2026 to discuss preferences and pathways – please do keep an eye out for the invitation.

All the best

Mrs Southam

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Frequently Asked Questions

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How many courses will I study?	Every student will complete at least eight qualifications plus non-examined PE. Some students may complete additional courses.
Will I definitely do all the subjects I want?	In short… no! We will talk to students and parents about preferences and offer advice to ensure everyone is on the right combination of courses for them. This may be limited by group size, teaching time or timetable clashes.
Are there any subjects I can't take together?	Yes! These are the subjects that you cannot take together: Engineering and Design Technology PE GCSE and Sports Studies
How much time will I spend on each subject?	Your Key Stage 4 curriculum will be 30 sessions of 100 minutes per fortnight. Most students will follow: 5 lessons of English 5 lessons of Maths 6 lessons of Science 2 lessons of PE (core) 4 lessons each of 3 pathway subjects (12 lessons in total)
What grades will I get?	Most subjects will be awarded with a numbered grade: 9 is the highest and 1 is the lowest. Some subjects award other grades e.g. Pass, Merit, Distinction, Distinction* All courses are at the same level and carry the same value
How good is each grade?	Achieving a grade 9 is very challenging – only 3% in the whole country will do so in each subject Grade 4/5 is equivalent to an old grade C
What subjects or combination should I select?	Read about all the courses before you start to decide! Select subjects that you enjoy and are good at. Be selfish – don't follow your friends.
What is the EBacc and is it important?	The EBacc is recognition of a broad and balanced academic curriculum. Competition for sixth form and university places is fierce, and you are better placed if you achieve the EBacc. You will earn the EBacc is you achieve Grade 5 in English, Maths and Sciences with History *or Ge*ography and a language.
What happens next?	As we cannot guarantee that you will be able to follow all three of your main pathway preferences, we ask you to indicate three choices, plus a reserve on your Pathways Form. You will be emailed this form after the Options Evening.
Last words of advice…	Take your time to read all the information, talk to teachers, and talk to current Year 10 & 11. This is not a "first come first served" process – getting your form in early does not guarantee a subject.

Courses on Offer

CORE SUBJECTS

All students complete the following subjects:

- English Language
- English Literature
- Mathematics
- Combined Science
- Core P.E (non-examined to promote physical activity and wellbeing)

NON-CORE SUBJECTS

All students must select two subjects from this list:

- Computer Science
- French
- Geography
- History: Modern World
- Spanish

All students must then select a further three from this list:

- Art and Design: Fine Art
- Drama
- Design Technology
- Engineering
- Film Studies
- Health and Social Care
- Hospitality and Catering
- Music
- Physical Education (course will be determined by DMA staff)
- Religious Studies
- Sports Studies (course will be determined by DMA staff)
- Travel & Tourism

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PSHE, RSE & Careers

Personal, Social & Health Education (PSHE) and Relationships & Sex Education (RSE)

The KS4 PSHE and RSE programme provides age and phase-appropriate life skills so that all students are prepared for life in modern Britain. In Years 10 and 11, students participate in extended assemblies and workshops beyond morning Personal Development to ensure they have the tools needed for the next phases of their academic life. It is in our DMA DNA to ensure students' character is developed by understanding values such as respect and how they apply to daily life.

Students learn how to have good mental health, develop positive relationships, and learn about health and safety as well as sex and relationship education. In addition, students are taught how to manage revision, learn exam skills and have bespoke Drop-Down Days to support them in preparing for GCSEs, virtual work experience and support in Post-16 Options.

Year 11 Post-16 Applications and Careers

In Year 11, students will apply for Post-16 courses between December and February. This will involve a series of dedicated assemblies and workshops as well as 1:1 careers guidance meetings with a qualified advisor who is impartial.

Students will receive half-termly assemblies, interventions and support at every step of their journey. We encourage students to aim high and consider employability skills through a myriad of activities throughout their GCSE years.

We encourage parents, carers and students to explore the websites of Post-16 options and attend Open Days.

The following websites are also useful in considering career options and we encourage families to look at options together and link successful attitudes to successful futures:

www.icanbea.org.uk

www.nationalcareers.service.org.uk

www.helpyouchoose.org

www.springpod.com (virtual work experience)

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Reporting & Recording Progress

Potential grades & measuring progress

You will already be familiar with "potential grades" – these are an aspirational target for students to aim towards, based on their prior attainment at primary school.

We are an ambitious school; we deliberately set challenging potential grades for all students, and we are committed to supporting everyone to achieve them to give themselves the best chances in later life.

With the right attitude and self-motivation, all students should meet these potential grades.

Assessment for Learning

Assessment in Years 10 and 11 will focus on progress within each subject.

Teachers will keep students and parents/carers regularly informed about progress and performance as well as any additional activities or work that may need to happen to improve the current grade.

This dialogue is an everyday part of learning.

Students will receive support, feedback and advice on how to make better progress and it is important that this is followed with support from parents and carers at home.

Termly Summative Assessments

In addition to the learning dialogue with teachers, students and parents/carers will receive a written termly update on progress.

Independent work & learning at home

Time in school with teachers will be spent introducing new content and how to apply this in examination conditions through advice around technique and process.

It is important that all students commit to complete independent work at home – this could be in preparation for new learning or to consolidate what has already happened. Either way, expect to do at least one hour per subject every week. Those students who are ambitious will do far more than this.

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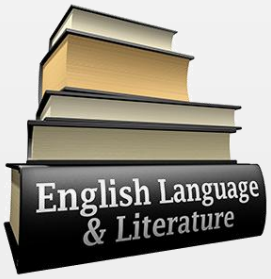

English: Language & Literature

During English, all students will study for two GCSE qualifications: English Language and English Literature.

Aims of the course

The course continues the work you have done in Years 7, 8 and 9. Many of the aims of the course are the same as they were for Key Stage 3: to give all students the opportunity to become confident speakers, enthusiastic readers and skilful writers.

You will build on the skills you already have, developing your ability to speak and write in depth on many different topics.

Course contents

English Language: you will read a wide range of texts including 19th, 20th and 21st century fiction as well as literary non-fiction. You will develop critical reading skills and use the knowledge gained from your wide reading to inform and improve your own writing. In addition, you will develop skills in using, understanding and listening to spoken language.

English Literature: you will read and explore a wide range of literature across the major genres, including modern texts and classic literature. The emphasis, underpinned by a skills-based approach, is on building your confidence in developing fresh, individual responses to texts.

Post-16 opportunities

Any post-16 course will require the skills of speaking, listening, reading and writing.

You might go on to study for vocational qualifications after the age of 16; in these, communication skills are vitally important.

Alternatively, you might study English, Media or Film Studies at post-16 level, which you may develop further at a college or university.

Qualification details

Two GCSEs (9-1)

English Language (AQA 8700) (100% exam)

plus

English Literature (OCR J352) (100% exam)

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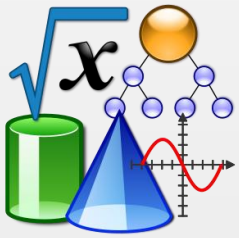
Mathematics



Aims of the course

The course aims to build on the knowledge and skills already developed at Key Stage 3. These include:

- Developing fluent knowledge, skills and understanding of mathematical methods and concepts
- Using mathematical techniques to solve problems
- Reasoning mathematically
- Communicating mathematical information

Course content

GCSE Mathematics prepares students to be able to solve problems in real life as well as within mathematics itself. Students will be taught how to:

- Solve both routine and non-routine problems
- Develop fluency in using a range of number skills
- Explore algebraic relationships and use them to solve problems
- Explore and use shape and space to solve problems
- Analyse data using a variety of methods
- Reason mathematically
- Make deductions
- Make inferences
- Draw conclusions

We prepare our students for the exam at two tiers of entry: Foundation (grades 1-5) or Higher (grades 4-9), depending on their potential and estimated grades.

Post-16 opportunities

Employers and further education providers regard GCSE Mathematics as an essential qualification.

There is a national expectation that students achieve at least a grade 4. Young people are required to study Maths and English until they achieve at least that standard or are over 19 years old.

Qualification details

Mathematics GCSE (9-1) (Edexcel 1MA1)

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Science

Science GCSE Options

At Key Stage 4, all students will continue to study Science, following the **AQA GCSE specification**. Students will follow one of two pathways, depending on their progress throughout Key Stage 3.

Option 1: Combined Science (AQA Trilogy)
Most students will study **Combined Science**, which covers a balanced mixture of **Biology, Chemistry and Physics**. This course leads to **two GCSE grades** in science and facilitates access to A level study.

Option 2: Triple Science (AQA GCSE Biology, Chemistry and Physics)
Selected students will be offered the opportunity to study **Triple Science**, allowing them to achieve **three separate GCSEs in Biology, Chemistry and Physics**. This pathway provides greater depth and breadth in scientific knowledge and is ideal preparation for A-Level study in any of the sciences.

Aims of the Courses

- To make sense of science in our everyday lives
- To develop the ability to work scientifically through investigation and enquiry
- To acquire the knowledge and skills needed for further study in Science
- To encourage independence, curiosity, and ownership of learning

Course Content

Science lessons are divided into **Biology, Chemistry, and Physics**, each taught by a specialist teacher. Both pathways include:

- A focus on core practical activities, with assessment of students' ability to carry out, analyse, and evaluate experiments
- An emphasis on scientific literacy and problem-solving
- **20% of the overall assessment** testing **mathematical skills** within scientific contexts

Post-16 Opportunities

Science GCSEs are highly valued qualifications that open doors to a wide range of post-16 pathways, including A-Levels in Science subjects, vocational science courses, and apprenticeships.
They are also respected by employers in sectors such as **engineering, healthcare, finance, retail, and technology**.
Studying Science not only broadens your understanding of the world but also develops valuable **transferable skills** such as analysis, communication, and critical thinking.

Qualification details

Combined Science: AQA Trilogy (8464)
GCSE Biology (8461)
GCSE Chemistry (8462)
GCSE Physics (8463)

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Core PE

All students participate in core PE and will continue to enjoy the same broad offer of sports they encountered at KS3. However, core PE at this stage is based on engagement and lifelong enjoyment of PE and Sport. Students are only assessed on their attitude towards the lessons.

Aims of Core PE

- Develop skills in a variety of sports.
- Develop the use of skills, tactics and compositional ideas.
- Develop the ability to evaluate and improve performance.
- Extend knowledge and understanding of fitness and health.
- Encourage a physically active lifestyle.
- Improve confidence and the ability to lead others.

Course content

All students take part in core PE lessons throughout Years 10 and 11. It is supported by the fundamental science that physical activity and exercise is vital for all aspects of health – be that emotionally, socially or physically.

Students in KS4 elect to follow a pathway of activities. Each activity lasts a half term. The following are example activities that could be offered within the pathways students choose from:

- Aerobics (eg Yoga & Boxercise)
- Athletics
- Badminton
- Basketball
- Cricket
- Dodgeball
- Football
- Handball
- Rounders
- Rugby Union
- Softball
- Table tennis
- Tennis
- Trampolining
- Ultimate Frisbee
- Netball

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Computer Science

This GCSE Computer Science course will give you a real, in-depth understanding of how computer technology works. If ICT is like driving a car, then Computer Science is like knowing how the engine works.

Aims of the course

The course will develop critical thinking, analysis and problem-solving skills through the study of algorithms and computer programming. It will be a fun and interesting way to develop skills, which can be transferred to other subjects and applied in day-to-day life.

Course overview

Computer systems: introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Computational thinking, algorithms and programming: students apply knowledge and understanding gained previously. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

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

Students best suited to the course

The course will make an excellent preparation for learners who want to study or work in areas that rely on problem-solving skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science, IT and medicine. This course will suit students who are currently achieving a 6 in maths and English.

Post-16 opportunities

Learners who have taken a GCSE in Computer Science and who then progress to study the subject at A level or university will have an advantage over their peers who are just beginning the subject at these levels. This course provides a very good introduction to the world of Computer Science rather than ICT and provides a very solid basis to the AS and A2 Computing courses run by FE colleges.

Qualification details

Computing Science GCSE (9-1) (OCR J277)

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Geography

Aims of the course

To understand how different environments are formed; how people interact with the environment; local, national and global issues and events

Course content

Living with the Physical Environment: this unit explores the world around us and the ways that we interact with all aspects of the physical environment:

- Natural Hazards: How are people affected by earthquakes, volcanoes and tropical storms? What are the causes and effects of climate change, and can it be prevented?
- Ecosystems: What are the characteristics of ecosystems and biomes? How are humans impacting tropical rainforests and hot deserts?
- Coastal and river landscapes in the UK: An investigation into the physical geography of the UK. Exploring the landscape of our islands using map skills to develop an understanding of geographical features.

Challenges in the Human Environment: this unit covers the key challenges facing our ever-growing population:

- Urban issues and challenges: Investigating how rapid population change leads to the development of megacities and the impacts of this on quality of life and deprivation.
- Economic development: Discovering how countries can develop differently, including global shifts in economic power.
- Resource management: Studying the major resources necessary for human development, covering the global distribution of resources and food management.

Fieldwork and Skills:

- Fieldwork: two fieldwork trips, one looking at coastal features along the Norfolk coast and one looking at local issues in Cambridge
- Skills: Analysis of sources, using geographical knowledge and understanding to answer a key question based on an aspect of the course.

Students best suited to this course

You will have enjoyed Geography at KS3 and want to know more about the world and its people.

Post-16 opportunities

The wide range of skills developed during the GCSE makes Geography a well-respected subject by universities and employers alike.

Qualification details

Geography GCSE (AQA 8035)

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History:
Explaining the modern world

Aims of the course

- To develop students' understanding of important events in British and wider world history.
- To explore the diversity of human experience in Britain and beyond.
- To engage in historical enquiry to develop critical and reflective thinkers.

Course content

Year 10 - Migration to Britain c.1000-2010 + Impact of Empire on Britain 1688–c.1730 - What does it mean to be British in the twenty-first century? Why are people still discussing the British Empire? In these courses, students undertake a thematic study allowing them to track the experiences of a range of migrant groups on their arrival to Britain and a depth study on the beginning of the British Empire, how it made Britain rich and the impact on the perception of African people in historic British society.

Year 11 - International Relations 1918–1975 + USA 1919–1948: The People and the State - This thematic study allows students to critically evaluate historians' views of key events in twentieth-century history, with particular focus on the causes of WWII and the Cold War. In addition, students are transported to the 'Roaring 20s' for our depth study to look closely at US society and government policy in this fascinating period.

Assessment - History exams include a combination of short answer, source analysis and longer essay-style questions. OCR offer students the best opportunity of the exam boards to evaluate historical interpretations, which focus on Neville Chamberlain's policy of Appeasement leading up to the Second World War, and the reasons for the Cold War between the USSR and the USA. The courses above are split across 3 papers for the students' final GCSEs.

Students best suited to this course

This course is suited to students interested in learning about the stories of the past, who enjoy searching for answers and reaching conclusions through source analysis, discussion, and debate.

Post-16 opportunities

History students are encouraged to be critical consumers of information, with strong essay-writing abilities in addition to excellent evaluation and judgement skills, making History a popular subject with employers, sixth forms and universities.

History GCSE can take you to courses such as History, Politics, Philosophy, English Literature, Philosophy and Ethics, Ancient History, Classical Civilisation and Law.

Qualification details: History A (Explaining the Modern World) GCSE (9-1) (OCR J410FA)

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Languages:
French & Spanish

Aims of the course

Students will continue to improve their knowledge and understanding in speaking, listening, reading and writing skills. They will also develop their competence in grammar and translation, ensuring all students can communicate confidently.

Course content

GCSE language courses build on our students' language skills in KS3. They will revise, consolidate and further develop their linguistic abilities in many familiar themes and topics as well as exploring new topics such as customs and festivals, and global issues.

- *Theme 1 People and lifestyle*: Identity and relationships with others, Healthy living and lifestyle, Education and work
- *Theme 2 Popular culture*: Free-time activities, Customs, festivals and celebrations, Celebrity culture
- *Theme 3 Communication and the world around us*: Travel and tourism, including places of interest, Media and technology, The environment and where people live

What's assessed ?

All four skills are assessed at the end of Year 11 and are equally weighted (25%):

- *Speaking*: Students will speak using clear and comprehensible language to undertake a role-play, carry out a reading aloud task and talk about a photo, with a follow-up conversation with their teacher
- *Listening*: Students show understanding of spoken extracts, and respond to them, with written questions in English, comprising the defined vocabulary and grammar for each tier, There is also a short dictation, where students transcribe short sentences that they hear
- *Reading*: Students will be expected to respond to questions in English read and answer questions on a short extract from a literary text and translate a short passage from the target language into English.
- *Writing*: Students are required to do five written tasks at Foundation tier and three at Higher. These tasks vary depending if students are foundation or higher tier. Both tiers will be required to translate a short passage into the target language, and write a 90-word essay in 3 tenses

Students best suited to the course

Students who study a language GCSE could open up more options for themselves when looking ahead to post-16 and post-18 choices. Many universities now ask for students to have a language GCSE as an entry requirement. Many employers are actively seeking employees who have at least a GCSE in modern foreign languages.

Post-16 opportunities

You can do A-Level Languages and studying a language beyond a Level 3 course (A level/IB) opens up employment opportunities and the world to our learners.

Qualification details

GCSE French (AQA 8652) and GCSE Spanish (AQA 8692)

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Fine Art:
Art & Design

Aims of the course

We feel passionately that our students learn the value and context of Fine Art; that art and cultural production are a reflection of our society. It is important for our students to participate in creating original artwork to become part of this narrative.

The curriculum is designed to enable students to become proficient in a range of selected Fine Art disciplines such as drawing and painting, printmaking, digital media and sculpture through more in-depth study.

We want our students to establish a fluent understanding of visual language and use visual communication sensitively to document their artistic journey

Course contents

The four strands delivered in KS3 Art (drawing, experimentation, artists and consolidation) are built upon and expanded in our KS4 curriculum. There is greater emphasis on personal thematic working, which allows for a more individual approach and sustained study. Students will:

- develop and explore ideas through contextual influences
- select and experiment with appropriate media, materials, techniques and processes
- record ideas, observations and insights through drawings and other forms
- present personal and meaningful responses

The GCSE Fine Art course consists of 60% Unit 1 coursework in which students will create a personal portfolio of work through their sketchbook studies and sustained outcomes and 40% from the Unit 2 externally set exam.

Students best suited to this course

Students best suited to the Fine Art GCSE will be expressive, organised individuals with a good imagination, patience and a flair for exploring a diverse range of creative skills. They will also show a keen interest in strengthening their awareness of past and present visual culture. Students taking this pathway will be expected to attend all after school Art sessions and any extra-curricular workshops to which they are invited during their course.

Post-16 opportunities

Studying a creative subject at GCSE will enhance your aptitude in other subjects and give you a powerful understanding of visual language. This could lead to careers in Art & Design, Interior Design, Architecture, Graphic Design, Photography and Art History.

Qualification details

Art and Design (Fine Art) GCSE (Edexcel 1FA0)

- Personal portfolio 60% *and* externally set exam 40% of final grade (10-hours)

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Drama

If you are creative and enjoy acting, designing or analysing drama then this is the GCSE for you. GCSE Drama puts the practical first; lessons include energetic and focused activities that allow students to explore texts and devise stimuli with others, therefore teamwork is at the heart of this qualification and a commitment to others is essential. During the course, you will gain experience in all aspects of theatre through specialist acting coaching, opportunities to direct others, design costume, set, lighting, props, puppets as well as visiting the theatre and analysing the work of professionals.

Aims of the course
This course encourages students to become confident performers and designers with the skills they need for a bright and successful future. The study of Drama can help you develop transferable knowledge and skills, that includes working with others, problem solving, and communication and performance events.

Course contents
In GCSE Drama, you will have the opportunity to create your own work, as well as look at plays written by other people. The course is in three components:

- **Component 1**: You will practically explore and study one complete performance text set by the exam board, and take a written exam, which asks for your ideas on how to bring it to life. You will also evaluate a piece of theatre that you have seen. In this component you will also be taught about certain roles and responsibilities in the Theatre and about Stage Configurations
- **Component 2**: You will create and develop a devised piece of theatre and write an accompanying Logbook. The Logbook focuses on your initial thoughts, the devising process itself and finally evaluative and analytical response to the creation and performance of the piece
- **Component 3**: You will perform two extracts from a pre-existing play as part of a group, pair (duologue) or solo (monologue). Your teacher will help you choose the play that best suits you and your ability

Students best suited to this course
Students will be energetic, creative and excellent communicators. They will have an active imagination, be willing to take risks and will enjoy working alongside others to reach a common goal. Most of all, they will enjoy their Drama lessons, the practical elements of the course, and will be interested to develop their skills and techniques through experimentation and feedback from their teacher.

Students will spend time outside of school hours on their practical work to ensure it is of the highest quality as well as attend trips and workshops organised by the school.

Post-16 opportunities
This is excellent preparation to enhance your skills for further study of the arts in Drama and Theatre Studies, Film Studies or English Literature and the course will provide you with the tools you will need to apply for Drama School. Transferrable skills are useful in Politics, Teaching, Law, Marketing, Business, Writing or Media/Reporting to name a few.

Qualification details
Drama GCSE (AQA 8261)

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DT – Product Design

Aims of the course

- Students will learn about a wide range of modern and relevant technologies, materials and processes.
- Students will understand and apply an iterative design processes, considering the needs of themselves and other people.
- Students will use creativity and imagination to design and make prototypes that solve real and relevant problems.

Course contents

- The course will contain the following topics of study:
- In order to make effective design choices, students will need a breadth of core technical knowledge and understanding including new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices and materials and their working properties.
- In addition, students will develop an in-depth knowledge of specialist technical principles including selection of materials and components, forces and stresses, ecological and social footprints, using and working with materials, scales of production, specialist techniques and processes.
- Students will also need to demonstrate and apply their knowledge and understanding of designing and making in relation to the following areas: investigation; research using primary and secondary data; environmental, social and economic challenge; communication of design ideas; prototype development; selection of materials and components; material management; specialist tools, equipment, techniques and processes.

Students best suited to this course

- This course is best suited to students who enjoy design, are practically minded, self-motivated and have good time management skills. Please be aware that there are practical elements to this course so some practical ability and enthusiasm will be required. However, there is also a considerable amount of theory and written work underpinning the key concepts and contributing to the final course grade. Students who enjoy and flourish on this course are willing to combine their theoretical knowledge with their practical skills whilst showing creativity and enthusiasm when creating and developing their own models and designs.
- Successful students will want to gain an awareness and want to learn from the wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. They will have an interest in technical designing and making principles including design processes, material techniques and equipment.

Post-16 opportunities

- Employers and higher education establishments value GCSE Design and Technology as it shows an awareness of new and emerging technologies coupled with an interest and passion for solving problem and making lives better. It is a pathway to a range of A-level and vocational courses. It also provides the opportunity to practise using a variety of materials leading to more specialised post 16 courses e.g. A Level Fashion and Textiles or A level Product Design.

Qualification details

- Design and Technology GCSE (9-1) (AQA 8552)

Assessment is through:

Written exam:	50% of GCSE 2 hours 100 marks
Non-Exam Assessment (NEA):	50% of GCSE 30-35 hours to complete 100 marks

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The theme for the NEA will be set and released by the exam board in June of the first year of study.

Engineering

Aims of the course

WJEC Level 1/2 Technical Award in Engineering allows students to learn to interpret different types of engineering information in order to plan how to manufacture engineering products. Students will develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to manufacture and test an end product. Students will learn how engineered products are adapted and improved over time and apply their knowledge and understanding to adapt an existing component, element or part of the engineering outcome that they will manufacture. Finally, students will learn about a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and society in general.

Course contents

Unit 1: Manufacturing Engineering Products: Internal Assessment Portfolio: 40% of the grade

1.1 Understanding engineering drawings
1.2 Planning manufacturing
1.3 Using engineering tools and equipment
1.4 Implementing engineering processes

Designing Engineering Products: Internal Assessment Portfolio: 20% of the grade

2.1 Understanding function and meeting requirements
2.2 Proposing design solutions
2.3 Communicating an engineered design solution
2.4 Solving engineering problems

Unit 3: Solving Engineering Problems: Externally Assessed Exam: 40% of the grade

3.1 Understanding the effects of engineering achievements
3.2 Understanding properties of engineering materials
3.3 Understanding methods of preparation, forming, joining and finishing of engineering materials
3.4 Solving engineering problems

Students best suited to this course

This course is best suited to students who enjoy details, are practically minded, self-motivated and have good time management skills. Please be aware that there are practical elements to this course so some practical ability and enthusiasm will be required. However, there is also a considerable amount of theory and written work underpinning the key concepts and contributing to the final course grade. Students who enjoy and flourish on this course are willing to combine their theoretical knowledge with their practical skills to produce designated engineered products.

Post-16 opportunities

The WJEC Level 1/2 Vocational Award in Engineering has been designed to develop the skills students need for progression from Key Stage 4 to further education, employment and training. The successful completion of this qualification could provide the student with opportunities to access a range of Level 3 qualifications including GCE, apprenticeships and vocationally related qualifications.

These include:
- GCE in Engineering;
- Principal Learning Level 3 in Engineering;
- Apprenticeships in Engineering.

Qualification details

WJEC Level 1/2 Vocational Award in Engineering. (Technical Award).

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Vocational Awards are awarded on an 8-point scale: Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction*, Level 1 Distinction, Level 1 Merit, Level 1 Pass.

Film Studies

Aims of the course
Film studies is a chance for students to explore popular films from Hollywood as well as films outside the mainstream. It provides opportunities to plan and make film sequences, as well as opportunities to create a range of other film-related material, such as web pages and film advertising.

Course contents

GCSE Film Studies is designed to draw on learners' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology. Learners will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from Europe, including the UK, South Africa and Australia.

The specification provides a framework for the systematic study of a broad range of films as well as providing opportunities for creative work, an integral part of film study. Most of all, it offers the opportunity to explore a range of important ideas and emotions, reflect on art and technology and connect theory and creative practice in ways which are designed to provide an absorbing and motivating educational experience. It also aims to enable learners to apply critical approaches to film and apply knowledge and understanding of film through either filmmaking or screenwriting.

Students best suited to this course
Those who have an interest in film, both creatively and analytically. You will need to be able to use your own ideas, be a team player, a good listener, confident in presenting information and willing to conduct independent research into specialist topics that goes above and beyond the core expectations of the course.
You must be able to work independently and manage your time effectively.

Post-16 opportunities
Further study in English, Media Studies, Film Studies, Theatre Studies, Performing Arts, Journalism.

Qualification details

Film Studies GCSE (WJEC Eduqas C670QS)

Global Film: Representation, Narrative and Film Style (35%)
- Written examination: 1 hour 30 minutes

Key Developments in US Film (35%)
- Written examination: 1 hour 30 minutes

Internally assessed work (30%)

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Health & Social Care

Aims of the course

To understand and apply the fundamental principles and concepts of the rights of individuals, person centred values, effective communication and how to protect individuals in health and social care settings using a real-life perspective

To develop learning and practical skills that can be applied to real-life contexts and work situations

To think creatively, innovatively, analytically, logically and critically

To develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.

Course content

Students must study two mandatory units and then choose one additional unit. In the past, the focus has been on the following, although there is a strong element of choice in the optional units:

- Principles of care in health and social care settings (Mandatory exam 40%)
- Supporting individuals through life events (Mandatory coursework 30%)
- Creative and therapeutic activities (Optional coursework 30%)
- Health promotion campaigns (Optional coursework 30%)

These are subject to change according to groups' individual strengths and needs.

Students best suited to this course

We expect students to be well motivated, organised and able to work independently. They should have good ICT skills. The course requires a large volume of coursework to be completed to a very high standard in order to achieve a good grade.

Post-16 opportunities

The course provides a good foundation for learners to progress on to study similar courses at college and sixth form. Achievement at Level 2 provides a suitable foundation for further study within the sector through progression on to other vocational qualifications at Level 3 or following the A Level pathway.

In addition to this, it offers a pathway into apprenticeships such as Apprenticeship, Allied Health Profession Support, Dental Nursing, Health and Social Care, Healthcare science assistant, Maternity and Paediatric Support (if available at the time).

Qualification details

Cambridge National Certificate in Health and Social Care Level 2 (J835)

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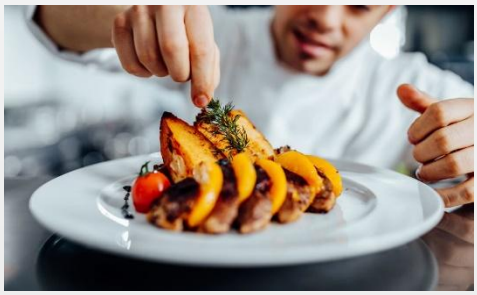
Hospitality & Catering



Aims of the course
The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services, this includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; as well as businesses where hospitality and catering is not their primary service but is increasingly important to their success. Through the two units in the qualification, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to them in this industry and their future.

Course contents:
The course develops knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how these affect successful hospitality and catering operations. Learners will have the opportunity to develop some food preparation and cooking skills as well as transferable skills like problem-solving, organisation and time management alongside planning and communication.

Unit 1: The Hospitality and Catering Industry – External Assessment Paper, 40% final grade.
Unit 2: Hospitality and Catering in Action – Internally Assessed Portfolio. 60% final grade.

Students best suited to this course
This course is best suited to students who are creative, are practically minded, self-motivated and have good time management skills. Please be aware that there are practical elements to this course so some practical ability and enthusiasm will be required. However, there is also a considerable amount of theory and written work underpinning the key concepts and contributing to the final course grade. Students who enjoy and flourish on this course are willing to combine their theoretical knowledge with their practical skills whilst showing creativity and enthusiasm when producing and developing their own dishes and designs.

This qualification is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist skills that will support their progression to further learning and employment. Employment in hospitality and catering can range from waiting staff, receptionists or catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

Post-16 opportunities:
Achievement in this course adds good breadth to any suite of qualifications and will be particularly beneficial to students who may consider a vocational catering course post16 e.g Level 3 Diploma in Hospitality, Supervision and Leadership principles; Hospitality and Catering Principles; Food Safety Supervision for Catering.

Qualification Details:
WJEC Level 1/2 Vocational Award in Hospitality and Catering. Vocational Awards are awarded on an 8-point scale: Level 2 D*, Level 2 D, Level 2 M, Level 2 P,
Level 1 D*, Level 1 D, Level 1 M, Level 1 P.

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Music

Aims of the course

DMA's KS4 music offer is ideal for anyone who loves music!

Throughout KS4, you will develop your personal strengths as a musician through instrument playing, singing and/or the use of music technology. You will acquire practical skills and knowledge to help you create effective compositions, and the ability to analyse what other composers have done to make their music sound like that. You will broaden your understanding of music through exploring a wide range of pieces; from Baroque to rock and everything in between!

This will include developing an appreciation and understanding of music from different cultures and historical periods, adding to your own personal, social, intellectual, and cultural development. You will discover the careers available in the music industry and develop the skills and knowledge needed to pursue these through further study, such as A-Level Music or Music Technology – or simply to enjoy music-making in your free time.

Course content

We offer Music GCSE (Edexcel). DMA's KS4 music offer encourages an integrated approach to performing, composing and appraising.

Students best suited to this course

DMA's KS4 music offer suits active musicians and singers who play regularly, and those who enjoy composing and listening to various styles of music. Being able to read music is an advantage, together with having instrument/singing lessons, but most importantly you will love music and want to explore it at a deeper level.

Post-16 opportunities

Music A level; Music Technology A level; IB Music; Music College; University; GNVQ and BTEC Performing Arts/Performance Studies; Performing Arts A level.

Qualification details

Music GCSE Edexcel 1MU0 (40% exam and 60% coursework)

- **Performing:** one solo piece and one ensemble piece of your choice. These will be recorded by your teacher, with no requirement to perform them to an audience if you don't want to.
- **Composing:** create two compositions; one in response to a set brief, and one that is a free composition of your choice. You can use instruments and music technology to create these.
- **Appraising (exam):** eight set works are explored in depth throughout year 10 and 11. Section A (68 marks) is listening-based, with questions relating to six set works, a melody/rhythm exercise, and a question on a piece of unfamiliar music. Section B (12 marks) is an essay question comparing a set work with an unfamiliar piece of music.

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Physical Education

Aims of the course

Studying GCSE Physical Education will open students minds and interpretation to the theory of sport and physical activity. This course will enable you to break down and analyse sporting aspects such as:

✓ What factors contribute to elite level sports performers?

✓ How do coaches work to improve performance?

✓ How can performers psychological best prepare for competitive sporting situations?

Course content

The course is 70% theory based and 30% practically assessed (externally):

- Paper 1: Physical Factors Affecting Performance (30%)
  - 1.1 Applied anatomy and physiology
  - 1.2 Physical training
- Paper 2: Socio-Cultural Issues and Sports Psychology (30%)
  - 2.1 Socio-cultural influences
  - 2.2 Sports psychology
  - 2.3 Health, fitness and well-being
- Practical Performances (30%) assessed across 3 sports at 10% each (at least one individual and one team)
- Coursework (10%) on Analysing and Evaluating Performance

Students best suited to this course

Those of who have a deep interest behind the theory of sport and sporting success. Students who love learning about the biological aspects of the human body, sports psychology and wider sporting participation.

You MUST have THREE sports you play, as each of these account to 10% of your overall grade. Students need to participate in these outside of school as there will not be practical enhancement in lesson time.

Students who select either of the "PE Pathways" will be placed on the most suitable course by the PE department who know them best.

Post-16 opportunities

Success in this subject can lead to study at A-Level Physical Education courses or Cambridge Technical in Physical Activity and Sport (vocational Level 3 course).

All courses will provide a solid foundation for further study and potential careers in the Sport Science, Sports Studies and Sport and the Leisure industry.

Qualification details

GCSE Level 2 Physical Education (OCR J587)

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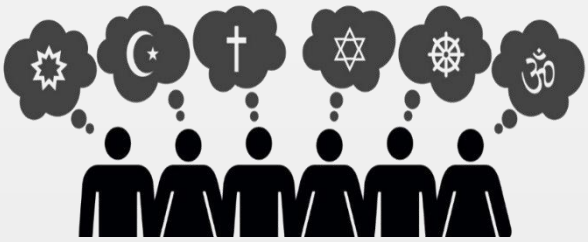

Religious Studies

Aims of the course

Through the study of Religious Studies, students will:

- consider, construct and counter arguments regarding moral issues
- understand the core values of two of Britain's main religions, be able to identify misconceptions and challenge discrimination
- understand how religion, philosophy and ethics form the basis of our culture
- enjoy preparing for life in modern, multi-faith Britain

Course content

Christianity and Judaism

This part of the course enables students to study two of the UK's most important religions and understand their beliefs and practices as well as their differences. Students will discuss religious texts and learn how Christians and Jews today are influenced by their faith.

Thematic Studies

This part of the course encourages students to ask questions and consider different opinions regarding important ethical issues such as the death penalty, the use of weapons of mass destruction, war, the environment, animal rights, marriage, divorce, cohabitation and sexuality.

The issues are studied within four interesting and sensitive themes: relationships and families; religion and life; religion, peace and conflict; religion, crime and punishment. During the course students will formulate their personal views, contribute to debates and discuss religious responses. These units are popular with students who enjoy lively discussion, and support students in developing an understanding of different points of view.

Students best suited to this course

This course is suited to those who enjoy searching for answers and formulating their own opinions through discussion or debate and those with an interest in current affairs.

Post-16 opportunities

Students of Religious Studies develop analytical and critical thinking skills, the ability to work with abstract ideas and to learn, appreciate and understand different perspectives. These skills are significant in interacting with future employers, colleagues and social groups into adulthood. It will provide a strong basis for A level subjects such as Philosophy and Ethics, Sociology, Psychology, Religious Studies, History or Ancient History, Classical Civilisation, English Literature, Medicine and Law.

Qualification details

GCSE Religious Studies A (AQA 8062/MA)

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Sport Studies

Aims of the course

Studying Sport Studies will open students minds and interpretation to the theory of sport and physical activity. This course will enable you to break down and analyse sporting aspects such as:

✓ Are there any issues at the Olympic Games and World Cups?

✓ How does the media affect sport and participation?

✓ How do you successfully lead a coaching session?

Course content

The course is assessed 60% coursework assessed and 40% exam based.

R186 Sport and the Media (30% coursework)

R185 Performance & Leadership in Sports Activities (30% coursework)

R184 Contemporary Issues in Sport (40% exam)

Students best suited to this course

Those of who have a deep interest behind the theory of sport and sporting success. Students who love learning about different aspects of the media in sport, performing and leading sporting activities and issues affecting sports performance.

You MUST have TWO sports you play, as each of these account to your overall grade. Students need to participate in these outside of school as there will not be practical enhancement in lesson time.

Students who select either of the "PE Pathways" will be placed on the most suitable course by the PE department who know them best.

Post-16 opportunities

Success in this subject can lead to study at A-Level Physical Education courses or Cambridge Technical in Physical Activity and Sport (vocational Level 3 course).

All courses will provide a solid foundation for further study and potential careers in the Sport Science, Sports Studies and Sport and the Leisure industry.

Qualification details

Cambridge National Sports Studies Level 2 Certificate (OCR J829)

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Travel & Tourism

Aims of the course

This course will appeal to you if you:

- Are interested in travel or tourism
- Work well when doing projects, are good at working in a team and enjoy using ICT

Course contents

Component 1: Travel and Tourism Organisations and Destinations
Learners will investigate travel and tourism organisations in the UK, their ownership, aims, key products and services and how they work together. They will explore the role of different consumer technologies within the travel and tourism industry. Learners will understand the different types of tourism and different types of visitor and will investigate the features of and routes to popular tourist destinations.

Component 2: Customer Needs in Travel and Tourism
Learners will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences.

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

Students best suited to this course
This course is best suited to students who are able to work independently and enjoy producing a portfolio of extended projects (75%). There is only one exam (25%).

Post-16 opportunities
Students gaining this award in Travel and Tourism will have access to a range of career and further education opportunities, including further study in Travel and Tourism.
You will use a variety of skills throughout the course, including collecting, analysing and interpreting data; communicating your findings in different ways; using a range of ICT skills to produce your portfolio. These skills are in great demand and are recognised and highly valued by employers and colleges.

Qualification details
BTEC Technical Award in Travel & Tourism (Edexcel RTT3)

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Glossary

A Level/GCE	Advanced-level exam (General Certificate of Education, a two-year Level 3 qualification)
AQA	Exam awarding body
AS Level	Advanced subsidiary-level exam (one-year Level 3 qualification)
BTEC	Vocational qualification offered by Edexcel
Cambridge National or Technicals	Vocational qualification offered by OCR
NCFE	Vocational qualification
Controlled assessment	Formal internal test, part of a qualification, when candidates must be within direct sight of the teacher
EBacc	English Baccalaureate: where students achieve a grade 5 or better across a specific range of subjects: English, Maths, Science, Language & Humanities
Edexcel	Exam awarding body owned by Pearson
Eduqas	Eduqas is the new brand from exam awarding body WJEC.
FE	Further Education
FSMQ	Free Standing Maths Qualification
GCSE	General Certificate of Secondary Education (Level 2 qualification)
IB	International Baccalaureate (a European equivalent of A levels)
OCR	Exam awarding body (part of Cambridge Assessment)
WJEC	Exam awarding body. Eduqas is the new brand from WJEC.