



Mark Hall Academy

Year 10 Future Pathways

“Personalising Your Choices”

2019-2020

As young Art students, you are introduced to working independently through a structured project, giving you an understanding of how to cover the GCSE assessment objectives. These lead onto self-planned projects in response to a given theme. With the support of your teacher, you are able to choose which materials and processes you would like to develop your knowledge of and which you would like to learn.

Through visits to galleries and, if possible, studios you will gain a greater understanding of your own creative possibilities and an enhanced understanding of the historical and contemporary context within which you work.

Through continual self-reflection and evaluation, you are encouraged to lead your own learning. In doing so, you are able to not only develop your understanding of yourself, but also enhance the transferable skills of self-organisation, planning and evaluation of outcomes.

Awarding Body & Specification: AQA 8202

Areas of Study

You will build a portfolio of independently planned and led work which is submitted along with an externally set task (at the end of Year 11). You are given a starting point at the beginning of each project from which you decide which materials and techniques you would like to use, learn and develop your use of. Your work will need to cover **one or more** of the areas below:

- Drawing
- Painting
- Sculpture
- Installation
- Lens-/light-based media
- Photography and the moving image
- Printmaking
- Mixed media
- Land art



Assessment

GCSE Art and Design is assessed as set out below:

Assessment Type	Duration	% of Overall Grade
Coursework (Portfolio of Work)	Throughout the course	60%
Externally Set Task	Preparation work leading to 10 hours of supervised work	40%

You will complete:

- 3 projects of themed coursework
- 1 mock external task (to prepare for 10 hours of supervised, un-aided work in the exam year)
- 1 externally set task

Progression

This qualification supports progress to further study of Art & Design at A level and other level 3 courses:

- A-Level Art & Design/Media/Photography
- BTEC Diploma in Art & Design
- All other level 3 Art & Design related courses



This qualification also supports progress into employment in a very wide range of Art & Design related jobs including: Fashion Promotion, Illustration, Gaming, Fashion Design, Theatre Design, Fine Artist, Art Direction (Film & TV), Film, Textiles, Jewellery Design, Brand Management, Film Director, Advertising, Costume Design (Film & TV), Special Effects.

Contact details

Ms E Whittington, Head of Art & Design, Assistant Principal
e.whittington@mha.attrust.org.uk

Planning and Maintaining the Built Environment

This qualification is intended for students who are interested in construction and the built environment and wish to develop skills and knowledge that will prepare them for further study and employment within this sector. It supports students who want to learn about the construction industry from the sustainability and maintenance perspective. It provides students with a broad introduction to how the built environment is maintained and the types of career opportunities available.

Awarding Body & Specification: WJEC Level 1/2 Planning and Maintaining the Built Environment

Areas of Study

Students will complete three mandatory units, one externally assessed and two internally assessed.



Unit 1: Through this unit you will learn about the built environment of different areas. You will learn about different types of ownership and how the built environment is used by different types of people from a local community. You will learn about what causes a change in value to a built environment and how the value can be improved. You will use the knowledge and understanding you acquire to recommend ways to improve the value of the built environment to a community.

Unit 2: Through this unit you will identify defects inside and outside of built environments. You will learn to understand the relationship between maintenance and protection of the built environment, in particular how different types of maintenance help to protect the built environment. You will develop practical skills to carry out repairs on defects identified and communication skills to pass on information appropriately with different members of design and build teams.

Unit 3: Through this unit, you will learn about sustainable design and construction techniques and processes used to address sustainability issues. You will also be able to draw upon your knowledge and understanding of how the value of a built environment can be improved and how protection and maintenance of the built environment affects communities. You will also develop research skills that enable you to interact with local communities and investigate their views about sustainable development plans for their environment.

Assessment

Planning and Maintaining the Built Environment is assessed through controlled assessment and is a Level 2 qualification equivalent to a GCSE.

At Level 2, unit and qualification grades will be Pass, Merit, Distinction and Distinction*.

Assessment Type	Duration	% of Overall Grade
Unit 1 - Adding value to the Built Environment	6 hours to create a report in response to exam board set scenario. (3 x 2 or 2 x 3 hour sessions) External assessed	25%
Unit 2 - Maintaining the Built Environment	Internal assessed Portfolio of evidence of practical/repair tasks completed during Years 10 and 11	50%
Unit 3 - Sustainable Built Environments	Internal assessed Portfolio of set task. Completed in Year 11	25%

Progression

This qualification supports progression into construction and the built environment based vocational courses in Further Education Colleges.

Contact details

Mr S Warren, Teacher of Design & Technology

s.warren@mha.attrust.org.uk



Resistant Materials – Timbers

Design and Technology is a highly popular, inspiring, rigorous and practical subject. Using creativity and imagination, you will learn how to design and make products that solve real and relevant problems within a variety of contexts. As you follow the Design and Technology Timbers course, you will also acquire a broad range of subject knowledge and draw on disciplines such as Mathematics, Science, Computing and Art. You will learn how to take risks, becoming resourceful, innovative and enterprising.

The GCSE Timbers builds on the skills and knowledge learnt at Key Stage 3 in each of the specialist subject areas. Practical work plays a very large part in this course, and requires students to be involved in designing and making quality products in a range of materials hinging around timbers.

Awarding Body & Specification: Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Design and Technology (1DT0)

Areas of Study

Students will work through a range of projects that allow them to work with woods, metals and plastics and the associated machinery, but have a larger focus on working with a wood based materials selection. Students will also develop creativity, design and problem solving skills.

**Assessment**

Assessment Type	Duration	% of Overall Grade
Non-examined assessment (coursework)	Across Year 11	50%
Examination (section A and B)*	1 hour 45 minutes	50%

Section A: Core This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 10 marks of calculation questions in Section A.

Section B: Material categories This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 5 marks of calculation questions in Section B.

Progression

Students can progress from this qualification to A Level or AS in Design and Technology, Level 3 vocational qualifications, e.g. the BTEC Level 3 qualifications in Engineering or employment, e.g. in a design- or technology-based industry where an Apprenticeship may be available.

Contact details

Miss C Moore, Acting Assistant Principal
c.moore@mha.atrust.org.uk

The course will be taught by a new appointment, Mr a Arden who joins in September.



GCSE AQA Drama is approached in a variety of practical ways from devised to scripted theatre with a strong focus on being able to communicate the process of creating drama in written form. Students learn many valuable life skills such as teamwork, sharing ideas and confidently presenting themselves. Drama helps to build self-confidence and communication skills. It also enables candidates to develop group-work skills and self-awareness. Drama is well suited to those students who have a desire to participate and perform and who value a variety of approaches to study in their timetable.

Awarding Body & Specification: AQA – 8261

Areas of Study

The course is broken up into 3 components:

- **Component 1 - Understanding Drama**
A written exam which includes multiple choice, analysis of a script and a live review.
- **Component 2 - Devising Drama**
Students will work in groups to create their own devised drama based on their exploration of a stimulus and alongside this create a devising log.
- **Component 3 - Texts in Practice**
Students explore a text and perform two extracts to a visiting examiner.



As a breakdown of the examinable components the course is **70% written and 30% practical**.

Assessment

Assessment Type	Duration	% of Overall Grade
Component 1: Understanding Drama <i>Written Exam- Externally Assessed</i>	1 Hour 45 Minutes	40%
Component 2: Devising Drama Coursework and Performance – <i>Internally Assessed, externally moderated.</i>	Throughout Year 10 & 11, choosing one sample to be moderated.	40%
Component 3: Texts in Practice <i>A Practical Drama Performance – Externally Assessed</i>	Two extracts (monologue, Duologue or group presentation) Between 2 and 20 minutes	20%

Progression

GCSE Drama is a useful preparation for A Level Drama and Theatre Studies, Film Studies, Media Studies, Communications, and Performing Arts. It provides a good foundation for careers in Journalism, Media, Speech Therapy, Theatre (acting), Theatre (technical), Public Relations and Human Resources. Drama is highly respected by many companies and colleges, as it teaches important skills.



Contact

Mr John McHugh, Head of Drama
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This course is for students who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise idea as part of their learning. The qualification enables learners to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment.

Awarding Body & Specification: Pearson BTEC Tech Award in Enterprise

Areas of Study

The qualification consists of three components that give students the opportunity to develop broad knowledge and understanding of the enterprise sector, and relevant skills such as research, planning, problem solving and communication. The first two components focus on:

- the development of core knowledge and understanding, including the range of enterprises and the key features and factors that contribute to an enterprise's level of success
- the development and application of skills such as analysing research, information, planning and financial forecasting, communicating and problem solving
- reflective practice through pitching an idea for an enterprise activity that allows students to reflect on their own communication skills and the viability of their enterprise activity following feedback.

Component 3: Promotion and Finance for Enterprise requires students to analyse and interpret information in relation to an enterprise and to make recommendations on strategies to use to improve the performance of the enterprise.

Assessment

BTEC Enterprise is assessed through controlled assessments and a final exam at the end of the course.

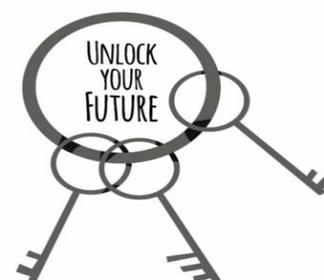
Assessment Type	Examination method	Weighting
<i>Component 1: Exploring Enterprises</i>	Coursework	30%
<i>Component 2: Planning for and pitching an enterprise activity</i>	Coursework	30%
<i>Component 3: Promotion and Finance for Enterprise</i>	External assessment 2 hours	40%

Progression

Students might consider progression to A Levels as preparation for entry into higher education in a range of subjects, study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares them to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.

Contact

Ms S Davies, Teacher of Enterprise
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This course will allow students to develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. It is a theory and practically based subject that will allow students to develop an understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. Students will get the opportunity to perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas as well as understanding the contribution which physical activity and sport make to health, fitness and well-being.

Awarding Body & Specification: OCR

Areas of Study

The course is split into two sections:

Practical

Students will be assessed in practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). They will also need to produce a piece of coursework which will analyse and evaluate performance to bring about improvement in one of these activities.

Theory

Students will study several topics and be assessed in two terminal exams in year 11. These topics include applied anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio-cultural influences, health, fitness and well-being.



Assessment

Assessment Type	Duration	% of Overall Grade
Practical Performance <i>In three different physical activities</i>	Throughout Year 10 & 11	40 %
Theory Exam 1	1 Hour 15 Minutes	30 %
Theory Exam 2	1 Hour 15 Minutes	30 %

Progression

This qualification supports progress to further study at A Level and other level 3 courses such as: A Level Physical Education, and/or Sport and Exercise Sciences BTEC Extended Diploma.

Pupils can specialise in an area of sport or explore different employment roles such as sports coaching, fitness instruction, sports development, leisure/sports assistant, PE teacher, to name but a few.

Contact

Mr M Kimberley, Head of PE

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A change to this course may be made if it is deemed more suitable to the cohort who choose the subject

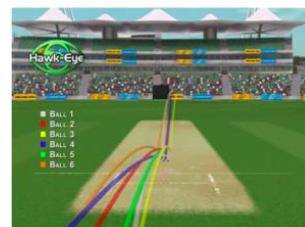
Cambridge National in Sport Science

Cambridge National in Sport Science helps students appreciate how sport science underpins sport at all levels. They learn about anatomy, physiology, injury prevention, improving personal fitness through appropriate training and diet, and the role of psychology in improving performance.

Awarding Body & Specification: OCR

Area of study

Students are required to complete three pieces of coursework throughout the year. Each module above is made up of different learning objectives, which make up the piece of coursework. The modules are graded out 60 marks. Students will experience teaching in these topics before completing their coursework.



Assessment

Assessment Type	Duration	% of Overall Grade
Applying principles of training	Throughout the course	25 %
Sport psychology	Throughout the course	25 %
Technology in sport	Throughout the course	25 %
Theory Exam	1 Hour	25%

Students will complete a one hour written exam in the summer term. The topic of the exam is reducing the risks of sports injuries. Again, students will be taught the content throughout the year in preparation for the exam. In addition to this, they will also sit mocks exams at various points during the year.

STUDENTS ARE NOT ASSESSED PRACTICALLY DURING THE COURSE. PRACTICAL LESSONS WILL STILL TAKE PLACE, HOWEVER THERE IS NO FORMAL ASSESSMENT LIKE THE GCSE COURSE.

Progression

This qualification supports progress to further study at A Level and other level 3 courses such as: A Level Physical Education, and/or Sport and Exercise Sciences BTEC Extended Diploma.

Pupils can specialise in an area of sport or explore different employment roles such as sports coaching, fitness instruction, sports development, leisure/sports assistant, PE teacher, to name but a few.

The Cambridge National is equivalent to the GCSE. The course is not considered a lesser qualification by Colleges or sixth forms.



Contact

Mr M Kimberley, Head of PE

m.kimberley@mha.atrust.org.uk

A change to this course may be made if it is deemed more suitable to the cohort who choose the subject

We live in an ever changing society where change is possible and is happening all around us every day. This makes it more important than ever to study Sociology. Sociology is the study of society and social institutions such as the family and education. Sociology explains how we are influenced by other people and agents of socialisation such as the peer group and the media.

Sociology asks the big questions and examines connections within society. We live in a world where big changes happen on a daily basis and by studying Sociology we can start to explore why some of these changes take place and what the implications are for the rest of our world.

This course is designed for students who are open- minded and inquisitive about how society functions. Sociology requires students to be well organised and committed to the subject, to be able to work independently but also to be able to take part in discussions on a variety of issues using evidence and research to support their argument. You should thus enjoy working effectively in a group situation as well as independently. You should be prepared to discuss theories and opinions from different viewpoints. A strong interest in current affairs is also useful.

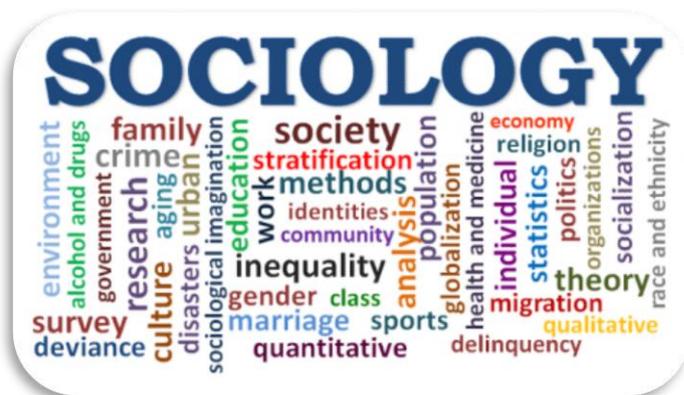
Awarding Body & Specification: AQA

Areas of Study

The sociological approach, Social structures, social processes and social issues, Families, Education, Crime and deviance, Social stratification and finally Sociological research methods

This specification requires students to:

- draw on information and evidence from different sources and demonstrate the ability to synthesise them
- analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use
- analyse and evaluate information and evidence presented in different written, visual and numerical forms
- apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas
- use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgements and draw conclusions
- draw connections between the different topic areas studied



Assessment

This GCSE has a combination of exams all taken at the end of the course.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.
- AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.
- AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusion

Assessment Type	Duration	% of Overall Grade
Written Exam Paper 1 The sociology of families and education	1 Hour 45 Minutes	50% (A01 – 20, A02 – 20, A01 – 10)
Written Exam Paper 2 The sociology of crime and deviance and social stratification	1 Hour 45 Minutes	50% (A01 – 20, A02 – 20, A01 – 10)

Progression

If taken further, Sociology can lead to a variety of careers in areas such as Social Services, including social work, criminal justice system, local and central government, charity/community work, teaching, journalism or social research, as well as many other jobs and careers

I studied Sociology at GCSE and A-Level, going onto to study Social Theory and Sociology with the London School of Economics and Political Science.

Contact

Mr C Kemp, Progress Leader for Key Stage 3. Sociology lead.

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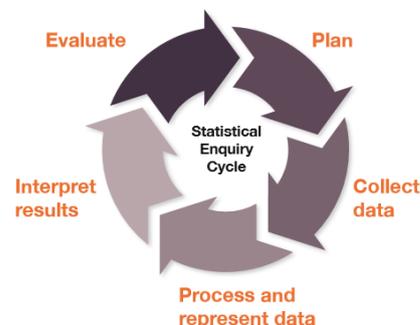
GCSE Statistics will provide students with a critical appreciation of Statistics and its place in everyday life. It encourages students to develop enquiring minds and become effective and independent learners. With a focus on handling data and probability, students acquire skills in and understanding of statistical concepts and methods. GCSE Statistics helps students develop a knowledge and understanding of statistical thinking and practice and how to use statistics in the real world.

Awarding Body & Specification: AQA 8382

Areas of Study

This specification comprises the following areas of subject content:

- Planning a Strategy: hypothesis, planning an investigation, experiments/surveys, appreciation of constraints.
- Data Collection: types of data, obtaining data, census data, sampling, conducting a survey/experiment.
- Tabulation and Representation.
- Data Analysis: measures of location, measures of spread, other summary statistics, time series, quality assurance, correlation and regression, estimation.
- Probability.
- Data Interpretation: limitations analysis, inferential statistics, deductions, conclusions.



Tier of Entry

There are 2 tiers of entry:

- Higher: awarding grades 4 to 9
- Foundation: awarding grades 1 to 5

A student's level of entry will be decided in Year 11 based on ability to access the higher content.

Assessment

GCSE Statistics is exam based; students will sit 2 equally weighted written examinations at the end of Year 11. Each paper will consist of a mix of questions from multiple choice, short answer and a Statistical Enquiry Cycle (SEC) question.

Assessment Type	Duration	Weighting
Written Exam Paper 1	1 Hour 45 Minutes	50 %
Written Exam Paper 2	1 Hour 45 Minutes	50 %

Progression

This qualification supports progress to further study at A level Mathematics, as well as other A level subjects such as the Sciences, Geography and Psychology.

Contact

Miss C Moore, Head of Mathematics
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***You need to be working at a Grade 5+ in Maths to be eligible to study this course.**