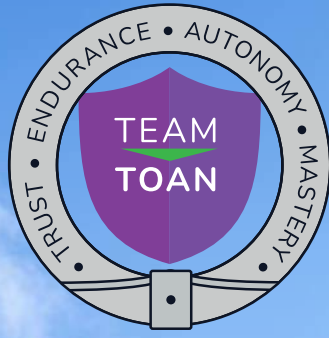
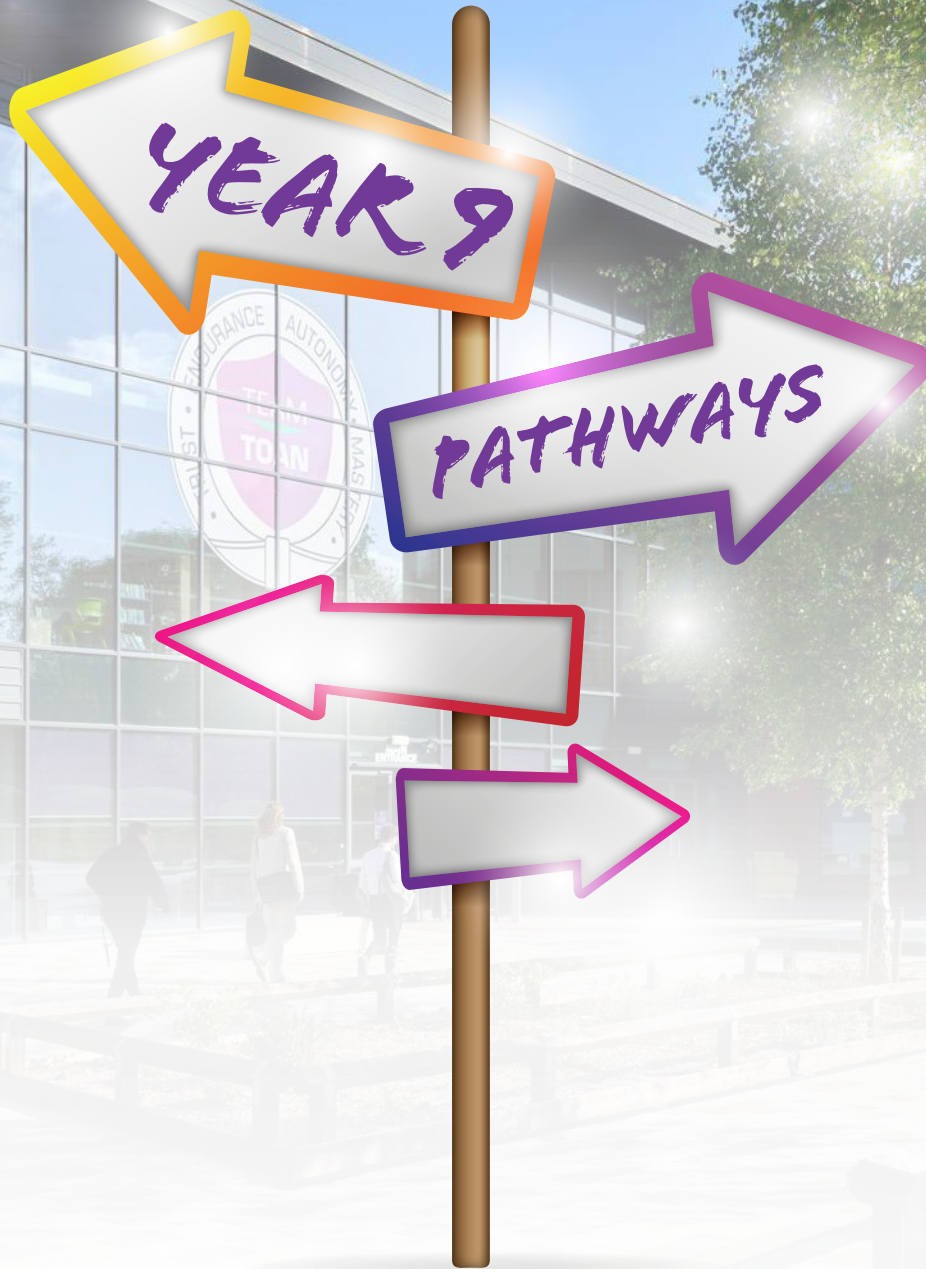


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E-ACT The Oldham Academy North



YEAR 9 PATHWAYS
BOOKLET



Guidelines for students

- It is important you make the correct decisions and choices.
- Don't choose an option because your friends have chosen it – they may be in different groups next year.
- Don't choose or not choose an option because of the teacher – they may not be taking that group next year.
- Choose subjects you enjoy and will be successful at.
- Choose subjects that you are good at – check your current attainment levels and your end of Y11 target grade.
- Choose a broad range of subjects.
- Choose subjects that will help you with your future career (if you have an idea about what you want to do when you leave the academy) but don't narrow your choices as you may change your mind.
- Speak to members of staff for advice.
- Do research – find out what the subject entails.
- Speak to students in Year 10 and 11 about their option choices and what sort of work is involved.
- Speak to our careers advisor in school.
- Discuss your choices with your parents/carers.

As part of the Academy's curriculum offer, we ensure that all students are fully prepared for life and work in the increasingly digital world around them. We want to ensure that students are ready to leave and be able to contribute to the wider world. With this in mind, all students study:

- English Language
- English Literature
- Mathematics
- Science (Biology, Chemistry and Physics)

Students are then directed down the English Baccalaureate or Modern Baccalaureate pathway which will inform their additional option subjects.

Students on the English Baccalaureate pathway will study Spanish, History or Geography and one additional subject.

Students on the Modern Baccalaureate pathway will study History or Geography and two additional subjects.



Message from the Headteacher



Dear Year 9,

You've been at school (primary and secondary) for nine years and you're about to make the biggest decision about your education so far!

Choosing your options is a very important process and you need to carefully think about the subjects that you will undertake for your GCSEs. We want you to make sure you have really thought about your career path and what subjects you will need to be able to follow your dreams and aspirations.

We have a range of subjects for everyone to select from and this booklet will help you to decide what subjects you want to select. Your dedicated team of staff in the Academy are here to answer any questions that you may have about the suitability of your choices for your aspirations and goals.

You may not yet know what you want to do when you leave us at the end of Year 11 – and that's ok – but if that's the case, it's important for you to choose a range of subjects that will enable you to follow any college course, apprenticeship or career in the future. As you know, all we want for you is to be successful when you leave the academy. Having a good range of subjects will give you choices in your further education and your careers.

Once you have chosen your subjects, you need to make sure that you study hard both in school and outside of school, listen to your teachers and make sure you show your **ENDURANCE** even when it gets tough.

Key Stage 4 will be over before you know it so it is important for you to really focus in every subject, day in day out. Use your **AUTONOMY** to complete your homework and revision to the best of your ability.

We are here for you Year 9; here to make sure that you make the best decisions about the courses we offer and also to make sure that you are successful.

As always, if you have any questions, ask your form tutors or subject teachers.

Best wishes

Mrs Giraud
Headteacher



TRUST • ENDURANCE • AUTONOMY • MASTERY

Course Description

All students will study for AQA GCSEs in English Language and English Literature. Students will be graded 1-9, rather than A*-G. These courses develop students' skills in reading, writing, speaking and listening. They will study a wide range of fiction and non-fiction texts and develop their own writing for a wide range of contexts.

Students sit two examinations; both of which are externally assessed.

Paper 1: Explorations in Creative Reading and Writing

- Study selections from a range of prose fiction
- Develop imaginative writing skills to engage the reader
- Use spelling, punctuation and grammar accurately

Paper 2: Writers' Viewpoints and Perspectives

- Study a range of 20th and 21st century non-fiction texts (including literary non-fiction)
- Develop skills to analyse, evaluate and compare non-fiction extracts
- Develop transactional writing skills for a variety of forms, purposes and audiences
- Use spelling, punctuation and grammar accurately

Assessment Procedures

Spoken Language Endorsement: A 3-5 minute presentation on a topic of your choice, followed by questions from the audience. This will be assessed in Year 10.

Paper 1: This examination is 1 hour and 45 minutes

- Section A: Reading and responding to an extract of prose fiction
- Section B: Writing to narrate or describe

Paper 2: This examination is 1 hour and 45 minutes

- Section A: Reading and responding to non-fiction texts
- Section B: Writing to explain a point of view
- Students will deliver a presentation on a topic of their choosing to a small audience of their peers
- Following the presentation, students will answer questions from the audience
- The presentation is internally assessed on the day, with students being awarded a Pass, Merit or Distinction
- The outcome of the presentation does not directly affect the English Language GCSE grade achieved through the two examined papers
- All students must complete this presentation

CAREERS OPTIONS

The ability to communicate through speaking, listening and writing is essential for all careers, as is the need to read a wide variety of texts. English is therefore a key subject for all pupils who wish to pursue employment or further education.

Course Description

Students sit two examinations, both of which are externally assessed.

Paper 1: 'Study Macbeth and A Christmas Carol' to 'Study Macbeth and one nineteenth century text, such as A Christmas Carol, Frankenstein or The Strange Case Dr Jekyll and Mr Hyde'

- Study Macbeth and A Christmas Carol
- Develop skills to analyse how writers use language, form, and structure
- Develop skills to maintain a critical style and informed personal response

Paper 2: 'Study a modern play: An Inspector Calls' to 'Study of An Inspector Calls, a modern play.'

It requires students to:

- Study a modern play: An Inspector Calls
- Study a selection of poetry on the theme of Power and Conflict from the AQA Anthology
- Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects
- Develop skills to maintain a critical style and informed personal response
- Develop comparison skills.

Assessment Procedures

Paper 1: This examination is 1 hour and 45 minutes:

Section A: Responding to a question on Macbeth focusing on an extract provided and linking with the whole play

Section B: Responding to a question on a nineteenth century text

Paper 2: This examination is 2 hours and 15 minutes:

Section A: Responding to one of two questions on An Inspector Calls

Section B: Comparing poetry from the Power and Conflict anthology

Section C: Responding to unseen poetry

Course Description

Students will study Pearson's Edexcel GCSE in Mathematics. This is a new curriculum, which was implemented in September 2015 with first examination in June 2017. A new grading system has been introduced using numbers to represent grades instead of letters. The new grades are on a scale of 9-1, with 9 representing the highest grade and 1 the lowest.

There are two tiers of entry:

Foundation Tier (Grades 1-5)

Higher Tier (Grades 4-9)

Entry depends on the ability of each individual student.

The course will enable students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences, and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Assessment Procedures

The assessments will cover the following headings:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

The qualification consists of three equally-weighted written examination papers at either foundation tier or higher tier. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is one hour and 30 minutes long and each paper has 80 marks.

CAREERS OPTIONS

For all jobs/careers you will need a qualification in Maths. However Maths is essential for careers in: ACCOUNTANCY, CONSTRUCTION, SURVEYING, BANKING, INSURANCE.

Course Description

Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less". Marie Curie

At TOAN, delving into science equips our students with profound knowledge, nurturing resilience and shaping future leaders. Across scientific disciplines, students not only gain expertise but also develop critical thinking, communication, teamwork, and practical skills. This scientific journey begins in the classroom, fostering a passion for learning that prepares students for academic success. Recognized by higher education and employers, graduates with a science background are valued as the most employable, skilled, and desirable contributors to organizations. Choosing science at our academy propels students toward becoming catalysts for innovation, leaving a lasting impact on the world. TOAN serves as the launchpad for these trailblazers, inspiring them to shape a future that echoes with the brilliance of their endeavours.

All students at TOAN will study biology, chemistry, and physics. We have structured the science courses to ensure pupils are provided with the optimum chance for success. There are two pathways' out students can take in science.

Pathway One - AQA Combined Science Trilogy

Biology topics:

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation, and evolution
- Ecology

Chemistry topics:

- Atomic structure and periodic table
- Bonding and structure
- Quantative chemistry
- Chemical changes
- Energy changes
- Rate of chemical reactions
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Physics topics:

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism

Pathway One - Assessment Procedures

Students will sit 6 examinations (2 in each science) at the end of year 11, along with the requirement to understand practical skills in 23 required practical's they may be examined on, to gain 2 GCSEs.

Course Description

Students who chose to complete separate science GCSEs will study all of the topics in Pathway One but delve further into the field of science and discovery by studying the following content detailed below.

Pathway Two - Separate Sciences, Biology, Physics and Chemistry

Biology topics:

- Monoclonal antibodies
- Plant diseases
- The brain and eye
- Plant hormones
- Structure of DNA
- Cloning
- Theory of evolution
- Decomposition
- Food production

Chemistry topics:

- Transition metals
- Atom economy
- Titrations
- Chemical and fuel cells
- Reactions of alkanes and alkenes
- Synthetic and natural polymers
- Identifying ions
- Use of materials
- Haber process (fertilisers)

Physics topics:

- Static electricity
- Pressure
- Radioactive emissions
- Nuclear fission and fusion
- Reflection of waves
- Lenses and light
- Black body radiation
- National grid
- Space physics

Pathway Two - Assessment Procedures

Students will also sit 6 examinations (2 in each science) at the end of year 11, along with the requirement to understand practical skills in 29 required practical's they may be examined on, to gain 3 GCSEs. Separate science students will gain more opportunities for practical work, trips and be upstanding members of the science department.

CAREERS OPTIONS

The development of science in a modern society is essential for economic growth. It increasingly plays a part in our everyday lives. The list of career opportunities is almost endless. They range from the medical profession, i.e. doctor, nurse, pharmacist, public health and dentistry, to construction, engineering, chemical engineering and mechanical engineering. Opportunities also occur in computing, electronics, telecommunications and electrical engineering. Scientists also form an important part of the aerospace industry, industrial chemical manufacturing, textiles and car industry. The opportunities that Science qualifications offer students opens many doors in all manner of careers.

Course Description

GCSE Computing is arguably one of the most influential and current GCSEs as it holds the key to unlocking the fastest growing job sector. The course is a great way for students to develop critical thinking skills, analysis skills as well as problem solving skills. For many, Computing will be a fun and interesting way to develop these skills, which can be transferred to other subjects, especially mathematics and other sciences, and even applied in day-to-day life. This course is held in high regard which provides a superb stepping stone to further education and beyond as there is a big demand for professionals who are qualified in this area. The computing syllabus will give you an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'. As part of this, there will be practical elements to the course such as learning computer programming and investigating internet security and hacking.

Computer Science is a tough and challenging subject however it is fascinating and allows you to delve into the emerging world of technology with a great sense of accomplishment especially when writing computer programs.

This course will:

- Develop your understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts;
- Acquire and apply knowledge, some technical skills and an understanding of the use of algorithms and logic in computer programs to solve problems using programming;
- Use your knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about its use, and aware of the implications of different technologies;
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts; and develop computer programs to solve problems.

Assessment Procedures

Component 01 – Computer Systems (Written Exam: 50%)

The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory.

Component 02 – Computational Thinking, Algorithms and Programming (Written Exam: 50%)

This component is focused on the core theory of computer science and the application of computer science principles.

Component 03 – Programming Project (Coursework)

This component is the non-exam assessment where candidates will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned.

CAREERS OPTIONS

Information Analyst
Web Developer
Business Analyst
Data Analyst

Network Optimisation Engineer
Programmer
Assistant Project Planner
IT Consultant

IT Systems Analyst
Software Developer
Enterprise Risk Consultant
Software Engineer

Course Description

The Edexcel GCSE History course contains topics on British, European and world history. Paper 1 looks at the development of Medicine Through Time: how people's ideas about illness, care of the sick and public health have changed across time. This topic also looks at fighting in World War One and how the war had an impact on medicine and surgery. A unit of work on the Tudors focuses on the reign of King Henry VIII: his wives; foreign relations; government and ministers. The unit of work on The Cold War looks at international relations between the USA and the USSR after the end of World War 2 in 1945. Finally, the course looks at Germany in the 1920s and 1930s and includes the rise of Adolf Hitler and the Nazi Party: why did people vote for the Nazis, life in Germany and the treatment of minorities.

Assessment Procedures

At Key Stage 4, students follow the Edexcel GCSE History Course. Students take three papers.

Paper 1 is a thematic study of Medicine in Britain from 1250 to the present day. It also includes a study of Surgery in World War One. The examination paper is 1 hour 15 minutes and accounts for 30% of the total marks.

Paper 2 is split into two sections.

Section 1 examines the reign of King Henry VIII and his ministers.

Section 2 examines The Cold War. This paper is 1 hour 45 minutes and accounts for 40% of the total marks.

Paper 3 is a study of Weimar Germany and the Rise of Adolf Hitler and the Nazis in the 1920's and 1930's. The paper is 1 hour 20 minutes and accounts for 30% of the examination.

CAREERS OPTIONS - Why study History?

History deals with big issues: racism, war, power and politics.

It helps develop transferable skills for use across the curriculum and beyond Key Stage 4: problem solving, how to organise information, research skills, higher order literacy skills.

It helps us understand the world we live in.

GCSE History has grown in importance, it is part of the English Baccalaureate (Ebacc) and a qualification valued by colleges and universities alike.

For college and university, GCSE History is a useful qualification not just for students who want to study History: Law, Politics, Journalism, Economics, Business Psychology and Sociology all utilise skills developed in History.

Course Description

Students choosing Geography will study the AQA syllabus specification A. Through this they will explore how human interaction with the natural environment shapes the world we live in, creating the spaces through which countries can grow and develop. Students will also learn how natural hazards such as earthquakes and hurricanes can negatively impact a country's level of development. The learning of case studies such as Brazil, Nigeria, UK, India, China, Philippines and more, equips the students with the knowledge and understanding to tackle big global issues such as global inequality, climate change, population growth, and changes in the urban environment. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Paper 1: Living with the Physical Environment.

This unit is concerned with the dynamic nature of physical environment and human interactions with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of natural hazards, river processes, ecosystems and weather in different environments, and the need for management strategies that support sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Paper 2: Challenges in the Human Environment.

This unit is concerned with human processes, systems and outcomes and how these change both in terms of places and over time. They are studied in a variety of places and at a range of scales and include places in different states of development. The aims of this unit are to develop an understanding of the factors that produce a variety of human environments; the dynamic nature of these places that change over time; the need for sustainable management; and the areas of current and future challenge for geographers.

Paper 3: Geographical Applications.

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

Assessment Procedures

These topics will be assessed in three external examinations; Paper 1 and 2 are worth 35% each, with Paper 3 worth 30%. Spelling, Punctuation and Grammar (SPaG) are also assessed throughout these units.

The exams will each include 2 9-marks questions, some 6-marks, 4-marks and a range of shorter questions where students will have to interpret various graphs and sources and use the information to support them in their answer. The geographical applications section of the paper will include statistical and maths related questioning.

The students will also take part in two field visits to collect primary data in both a human and physical setting.

CAREERS OPTIONS

Teaching
Architecture
Police
GIS Mapping

Travel & Tourism
Disaster Response
Government & Politics

Law
Armed Forces
Pilot

NGO Projects
Journalism
Insurance

Course Description

In year 10 and 11 pupils will complete GCSE Spanish with Edexcel. The GCSE is very similar to KS3 and pupils focus on four key skills: reading, listening, writing and speaking. Pupils will study a variety of topics, including building on what they have already learned in year 7, 8 and 9. They will also deepen their understanding of the culture of Spanish-speaking countries.

Spanish is compulsory at GCSE for students who aim to achieve the Ebacc (English Baccalaureate) qualifications. Universities and colleges in the UK greatly value students who achieve the Ebacc subjects (English, maths, science, language and humanities).

There are 5 key themes to the exam syllabus:

1. Identity and culture
2. Local area, holiday and travel
3. School
4. Future aspirations, study and work
5. International and global dimension

Assessment Procedures

The subject is **100% exam-based** at the end of year 11.

There are 2 tiers, foundation (grades 1-5) and higher (grades 4-9).

The four exams are equally weighted:

1. Listening exam (25%) – understand and respond to different types of speech
2. Speaking exam (25%) – communicate and interact effectively in speech
3. Reading exam (25%) – understand and respond to different types of written language
4. Writing exam (25%) – communicate in written Spanish

CAREERS OPTIONS

Language graduates and bilingual students are amongst the most employable as there is a shortage in the UK. By being able to communicate and understand another language, you will gain a lifelong skill which will be useful for your career or access to higher education.

Some example careers with languages are:

Translation

Medical professions

Fashion

Hotel management

International law

Business

Media

Transport

Teaching

Banking

Journalism

Tourism

Design

Finance

Interpreting

Catering

Engineering

Politics

Course Description

Religious Studies for GCSE is a course that offers you the opportunity to explore topics from the extraordinary to the mysterious. You will look at what two religions teach and at a wide variety of issues.

Building on your learning in year 9 this GCSE will develop your knowledge of both Christianity and Islam. You will gain a better understanding of world events and multi-faith Britain. This GCSE will challenge you to explore philosophical and ethical big issues and is excellent preparation for A-level courses.

Assessment Procedures

Exam 1: (50% of total marks)

Religion and Ethics
Religion focus in = Christianity

This course focuses on the following themes:

- Christian Beliefs
- Marriage & family
- Living the Christian life
- Matters of life and death

Exam 2: (50% of total marks)

Religion, peace & conflict
Religion in focus = Islam

This course focuses on the following themes:

- Muslims Beliefs
- Crime & Punishment
- Living the Muslims life
- Peace & Conflict

CAREERS OPTIONS

There are many ways that Religious Studies will help you achieve your potential in the world of work. Here are just 3 examples:

1. Careers where it is important or useful to have knowledge of what really matters to people: child care, medicine, psychology, customer services.
2. Careers which make good use of the research, investigation and report writing techniques: law, police work (forensics), public services, management.
3. Careers where you need specific knowledge of religions: teaching, social work, museum work, fine art, architecture, youth work and ministry, e.g. an imam.

Course Description

If you choose to study PE you will be completing the OCR Cambridge National in Sports Studies.

Sport is a key theme in most areas of both education and health policy. The need for people to lead healthy and active rather than sedentary lifestyles is increasingly prominent in respect of government initiatives, and this is reflected in the school curriculum. The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/physical education themes. Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media.

Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

Assessment Procedures

1. Contemporary issues in sport (**Exam, 40%** of the qualification 80 marks)
2. Performance and leadership in sporting activity (**Practical, 40%** of the qualification 80 marks practical sports, leading a lesson with younger year groups and written evaluations)
3. Sport in the media (**Coursework, 20%** of the qualification 40 marks)

CAREERS OPTIONS

Physiotherapist
Sports Development
PE Teacher
Leisure/Sports Centre Manager

Armed Forces
Swimming Pool Attendant
Coach Health & Fitness Instructor

Course Description

Through studying our GCSE in Business Studies, students gain business knowledge, understanding and skills. They begin to understand current events in local, national and global contexts. They learn how to use relevant terms, concepts and methods effectively to describe business and economic behaviour. Students also consider business ethics and the impact of business on the environment.

This course is designed to deepen candidates' understanding of the way in which businesses operate in a dynamic, changing and competitive environment and includes topics such as Marketing, Enterprise and Recruitment.

THEME 1: INVESTIGATING SMALL BUSINESSES	THEME 2: BUILDING A BUSINESS
<p>This unit focuses on the following areas:</p> <ul style="list-style-type: none">Topic 1.1 Enterprise and entrepreneurshipTopic 1.2 Spotting a business opportunityTopic 1.3 Putting a business idea into practiceTopic 1.4 Making the business effectiveTopic 1.5 Understanding external influences on business	<p>This unit focuses on the following areas:</p> <ul style="list-style-type: none">Topic 2.1 Growing the businessTopic 2.2 Making marketing decisionsTopic 2.3 Making operational decisionsTopic 2.4 Making financial decisionsTopic 2.5 Making human resource decisions

Assessment Procedures

Two written examinations, one for each theme - 1hour 30 minutes each

Each paper is 50% of your total mark

Each paper has 90 marks

The paper will consist of calculations, multiple-choice, short-answer and extended writing questions.

CAREERS OPTIONS

Entrepreneur
Sales
Retail
Law

Accountancy
Marketing
Teacher
Financial institutions

Production Management
Hospitality & Leisure
Leisure & Tourism industry

Course Description

In this creative course, you will complete a portfolio of work either digitally or physically based on your chosen discipline. Art subjects at The Oldham Academy North have always been of the highest quality, we strive for excellence by encouraging students to become creative thinkers at every stage of their development. The skills gained in Art subjects help students throughout their school life and beyond the classroom which helps students to observe and question the world around them, building a healthy curiosity resulting in creative problem solving and building of individual confidence.

Students study Art subjects in very well-equipped and dedicated Art rooms and will explore a wide range of media and techniques including Drawing, Painting, Ceramics, Photography, Collage and Printmaking. Students will also explore traditional art as well as contemporary and modern art with their work exhibited around the Art rooms and the school building.

At Key Stage 4, students follow the AQA course in Art, Craft & Design. Art is a popular subject at GCSE and the pass rate is always very high, with many students achieving the top grades of 7,8 and 9. Students will spend three hours a week in art and have one teacher over the two years where students are encouraged to work independently, developing their own ideas within the framework of a theme. Two to three units of coursework for Component 1 are usually produced throughout Year 10 and in January of Year 11, students start work on their Externally Set Assignment (ESA), which consists of approximately 10 weeks exploration of a chosen exam topic and 10 hours of controlled time to consolidate all their learning and skills into one final piece.

Assessment Procedures

KS4 units of work are designed to build upon skills and techniques students may have previously experienced in Years 7, 8 and 9. Essentially the programs of study are very similar, devised to fulfil the requirements of the AQA course and develop students' enjoyment and knowledge of the subject.

Students will be graded on coursework alone, a **Component 1 (60%) Portfolio** and the **ESA Component 2 (40%) Project**. These will be marked alongside AQA's 4 Assessment Objective Areas:

- AO1 – Research & Understand (24)**
- AO2 – Refine & Experimentation (24)**
- AO3 – Record & Evaluate (24)**
- AO4 – Respond & Create (24)**

CAREERS OPTIONS

Advertising
Architecture
Ceramic Design
Multi-Media
Product Design

Fashion & Textiles
Industrial Design
Interior Design
Jeweller

TV, Video and Film
Web Designer
Computer Game Design & Animation
Electronic Engineering

Course Description

If you are interested in taking good quality photographs and want to learn how to be creative on a computer, this is the course for you! In GCSE Photography you will have the opportunity to use industry standard equipment such as taking photographs on a DSLR camera, and learn how to edit on Apple Mac computers using Photoshop (part of the Adobe suite).

Over the two years students will develop their critical thinking skills as they build a curiosity to the world around them. They will study a wide range of Photographers and learn many Photography techniques to create a varied and robust digital portfolio which will be externally assessed at the end of the course.

Similar to the Art course Photography is divided into coursework and exam. Coursework is 60% of the grade and the exam is 40%.

Photography is a popular subject at The Oldham Academy North and similar to Art, celebrates an excellent pass rate.

Assessment Procedures

KS4 units of work are designed to build upon skills and techniques students may have previously experienced in Years 7, 8 and 9. Essentially the programs of study are very similar, devised to fulfil the requirements of the AQA course and develop students' enjoyment and knowledge of the subject.

Students will be graded on coursework alone, a **Component 1 (60%) Portfolio** and the **ESA Component 2 (40%) Project**. These will be marked alongside AQA's 4 Assessment Objective Areas:

- AO1 – Research & Understand (24)
- AO2 – Refine & Experimentation (24)
- AO3 – Record & Evaluate (24)
- AO4 – Respond & Create (24)

CAREERS OPTIONS

Photographer
TV, Video and Film

Advertising
Multi-Media

Fashion & Textiles

The digital sector is a major source of employment in the UK. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. The UK Tech industry as a whole employs over 2.93 million people and has seen 40% growth between 2017-2019.

The UK has positioned itself to be the 'Digital capital of Europe' as it continues to invest billions every year in digital skills and commerce. The modern world expects digital skills to be as important as English and maths. Having both technical skills and business understanding is the key to success.

Course Description

The Digital Information Technology course gives learners the opportunity to develop applied knowledge and skills in digital interface design, data dashboards and project management through realistic vocational contexts.

The main focus is on four areas of equal importance, which cover the:

- Development of key skills that prove your abilities in digital information technology, such as project planning, designing and creating user interfaces and dashboards as a way to present and interpret data
- Process that underpins effective ways of working in digital information technology, such as project management, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- Attitudes that are considered most important in digital information technology, including personal management and communication
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

This course is an introduction to the application of project planning techniques to plan, design and develop a user interface, how to collect, present and interpret data and the use of digital systems.

Assessment Procedures

The qualification is split into three components.

The first two components make up 60% of the course and are assessed by coursework the students complete in class.

The third component comprises 40% of the course and is assessed by exam.

Course Description

What does GCSE Drama involve?

The GCSE Drama specification is designed to give you a broad and balanced experience of Drama. You will be given the opportunity to develop not only your performance skills but also your design skills in areas such as:

Lighting design

Sound design

Set design

Costume, Hair and Make-Up Design

You will collaborate in devising your own piece of theatre and perform in a performance from a text. You can choose to concentrate on acting or design.

You will explore a range of texts and view a variety of live theatre productions. The Eduqas GCSE Drama specification has three components: Devising Theatre, Performing from a Text, and Interpreting Theatre.

Why choose GCSE Drama?

You'll develop a wide range of skills.

You'll gain confidence and have fun.

You'll learn to work within a team and balance a range of ideas.

You'll have a mix of practical and written work unlike any other subject.

What skills will I develop?

You will have the opportunity learn and develop a range of transferable skills and practise applying these to new situations. These include analytical, problem-solving, organisation and time management skills. You will also be able work collaboratively to generate, develop and communicate ideas, all of which will develop your emotional intelligence.

Your practical skills will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and strong presentation skills. Your written skills, both analytical and creative, as well as your ability to self-reflect, will be developed through a range of tasks.

Studying drama will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too.

Through studying drama, you will be equipped with the skills to succeed in your next steps.

Assessment Procedures

Devising Theatre 40%

You will participate in the creation, development and performance of a piece of devised theatre.

You will produce:

A portfolio of supporting evidence based on the rehearsal process

A performance lasting between 5-16 minutes (depending on the number of actors in your group)

An evaluation of the final performance or design.

Component 2: Performing from a Text 20%

You will study two extracts from the same text chosen by you or your teacher. You can choose to be assessed on acting or design.

You will produce:

A performance lasting between 5-14 minutes using sections of text from both extracts.

Component 3: Interpreting Theatre 40%

Written examination: 1 hour 30 minutes

You will answer:

Section A: Set Text - A series of questions based on the set text that you have studied.

Section B: Live Theatre Review – One question from a choice of two, analysing and evaluating a given aspect of a live theatre production seen during the course.

CAREERS OPTIONS

How will GCSE Drama help me in the future?

The World Economic Forum's Future of Jobs Report predicts creativity, innovation and ideation will be key skills for the workforce of the future. These so-called soft skills, which sit alongside analytical thinking and problem-solving, will replace manual tasks that become automated. When business leaders across the world were surveyed, they voted Creativity as the most important workplace capability to help their businesses survive and grow. This means that the study of creative subjects, like Drama, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions! At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

Course Description

The Hospitality & Catering qualification is a vocational course designed to support students who want to learn about the catering sector and the potential it can offer them for their careers or further study. Students apply their knowledge to safely prepare, cook and present a variety of nutritional meals. The course content is excellent preparation for students considering college courses as well as apprenticeships connected to the food industry. The course also teaches students essential life skills.

Unit 1: The Hospitality and Catering Industry Learners

Students will learn about all aspects of the hospitality and catering industry. They will study different types of establishment as well as the variety of job roles available in each.

They will then apply their learning in relation to front of house and kitchen operations to determine how proposed hospitality and catering provision will operate efficiently legally and financially viably whilst meeting the needs of their potential market.

This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

Unit 2: Hospitality and Catering in Action

Students will apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning in Unit 1 and their own creativity to design a balanced, nutritious menu using locally sources seasonal produce. The students will then carefully plan out all of the necessary steps and timings required to prepare the menu. Finally the students will demonstrate their practical skills and food safety knowledge by preparing their planned menu.

Assessment Procedures

This qualification is split into 2 units:

Unit 1 The Hospitality and Catering Industry – External Assessment – 40%

Unit 2 Hospitality and Catering in Action – Coursework – 60%

CAREERS OPTIONS

Kitchen Assistant
Dietetics
Hotel / Catering
Supermarket

Cake Decorator
Food Process Operations
Kitchen Porter
Supermarket Management

Baker
Head Chef
Restaurant Management
Food Technology Teacher

Course Description

The Engineering course is for students who want to acquire technical knowledge and technical skills in mechanical, electrical/electronic and engineering design. The course is designed to have a vocational focus, showing students the career paths available within Engineering based industries., including apprenticeships and college-based options. The qualification will broaden the learners experience and understanding of the variety of progression options available to them. The taught content covers knowledge and skills which every engineer must know, including; technical drawing, Computer Aided Design and Manufacturing as well as hands-on manufacturing skills.

The qualification is split into 3 components.

Component 1 allows students to get to know industry sectors and how they work together to solve real-life problems. Students will:

- Explore the different sectors, products and interconnections within the industry
- Investigate what various engineering organisations and functions do, in addition to potential career paths
- Discover the engineering design and manufacture processes

Component 2 explores the types of materials, components and processes used to make products, then students must reproduce and test a product. Students will:

- Learn why engineers choose certain materials and components to make products
- Investigate how products are made
- Identify best practice when it comes to safety and risk management
- Develop research, observation, recording, interpretation and measuring skills
- Put what they've learned into practice by safely planning, reproducing and testing an engineered product.

Component 3 asks students to provide solutions to real-life problems by creating their own engineered product. Students will:

- Build on what they've learned in Components 1 and 2
- Identify the problem, develop a hypothesis and investigate possible solutions
- Create a prototype that meets the brief
- Record, analyse and evaluate data and outcomes, and reflect on how the product meets the brief.

Assessment Procedures

This qualification is not assessed by traditional exams, instead students complete 5 pieces of coursework and complete an externally assessed practical based assessment.

Component 1 – Coursework – 30%

1A - Understand engineering sectors, products and organisations, and how they interrelate

1B - Explore engineering skills through the design process

Component 2 – Coursework – 30%

2A - Understand materials, components and processes for a given engineered product

2B - Investigate a given engineered product using disassembly techniques

2C - Plan the manufacture of and safely reproduce/inspect/test a given engineered component

Component 3 – Externally assessed – 40%

Students will investigate and create solutions to problems in response to given engineering briefs.

CAREERS OPTIONS

Automotive Design
Jewellery Design
Aerospace Industry
Wood Carver
Civil Engineering

Engineering
Interior Design
Teacher
Product Design
Packaging Design

Advertising/Magazine Production
Dry Cleaning Management
Landscape Designer
Architectural Design / CAD Operation
Manufacturing Industry

Course Description

EDUQAS Level 1/2 Vocational Award in Performing Arts (Music Focus) is an exciting new course which focuses on practical and engaging learning. The course offers an experience that concentrates on applied learning, which means acquiring and applying knowledge, skills and understanding in industry standard situations. The course offers an insight into careers and further study and provides you with the opportunity to discover a range of specialist skills within your own chosen pathway. You can choose to study a Practical instrument such as Singing, Guitar, Piano, Drumming etc., or choose a Technology path where you will have access to various music technology software such as GarageBand/Logic Pro X, DJ'ing and Ableton Push hardware.

Assessment Procedures

The course is split into 3 different units, with 100% coursework weighting.

Unit 1 – Performing (30%)

In this unit, you will learn performing skills on a chosen instrument or music technology pathway. You will research & Rehearse songs for a performance lasting between 3-10 minutes based on a 'brief' sent by the exam board each year. You will choose your own instruments and be able to perform either as a solo artist, as a duet or as part of a group, but you will be assessed individually for each task. As part of your journey through Unit 1, you will complete a diary of the progress you are making and then after you have performed, you will evaluate your performance through feedback from your audience.

Unit 2 – Creating (30%)

In this unit, you will learn creating skills through composition. You can compose through traditional means by a chosen instrument or compose using music technology. During this unit, you will explore and develop your ideas relating to a chosen creative 'brief' which is released by the exam board each year. You may use technology or practical instruments to 'create' your work, creating an original piece(s) of work lasting 3-10 minutes. You will need to keep a diary of the progress you are making and then evaluate your composition at the end of the unit.

Unit 3 – Performing Arts in Practice (40%)

In this unit, you will concentrate on exploring the Creative Arts industry as a professional. You will gain the skills needed to create and plan a performance or event from a 'brief' sent from the exam board. During this unit, you will be able to demonstrate, in collaboration with others, the skills to plan a performance in a specific live environment to a target audience, promoting and pitching your idea in a 'Dragons Den' style to a panel of assessors. The final task within this unit is to be able to reflect on your ideas for the performance and consider ways to improve future performances.

CAREERS OPTIONS

This course can directly be applied to any future interest in the live music industry.

Music Performer, Vocalist, Session Musician, Music Producer, Sound Recording Engineer, Songwriter, A&R Coordinator, DJ, Music Teacher, Composer, Conductor, Music Journalist

Course Description

This technical award course engages and excites students who want to study how children develop from 0 to 10 years old. Students will also learn about a broad range of roles and careers within the childcare sector. Students will study child development through practical activities and cover contemporary issues such as child safety online.

Students will have the opportunity to put their knowledge into practice through a combination of real-life case studies and research tasks, practical experience and theoretical study.

Assessment Procedures

There are two assessments.

One internally assessed NEA (Coursework) and one externally assessed EA (Exam).

NEA (Coursework)- 50% of the award

EA (Exam)- 50% of the award

Both the NEA and EA encourage the learners to combine elements of their learning and to show accumulated knowledge and understanding across the 9 content areas.

Content Areas

This qualification consists of 9 content areas.

Content Area 1 - Child development

Content Area 2 - Factors that influence the child's development

Content Area 3 - Care routines, play and activities to support the child

Content Area 4 - Early years provision

Content Area 5 - Legislation, policies and procedures in the early years

Content Area 6 - Expectations of the early years practitioner

Content Area 7 - Roles and responsibilities within early years settings

Content Area 8 - The importance of observations in early years childcare

Content Area 9 - Planning in early years childcare

CAREERS OPTIONS

Community Worker, Nursing/Midwifery, Dietician, Probation Officer, Working with Emergency Services, Social Worker, Working with people with learning and physical difficulties.

Course Description

GCSE Media Studies engages students in the in depth study of media products in relation to the four areas of the theoretical framework:

- media language
- media representation
- media industries
- media audiences

Students are required to study media products from all of the following media forms:

- television
- film
- radio
- newspapers
- magazines
- advertising and marketing
- online, and social media
- video games
- music video

Students will take part in a detailed study of at least one audio-visual, one print, one online and one social media form.

The study will allow students the chance to engage with products which:

- possess cultural, social and historical significance in terms of critical acclaim and/or audience popularity
- reflect and illuminate the theoretical framework for the study of media
- provide rich and challenging opportunities for interpretation and analysis, enabling students to develop a detailed understanding of how the media communicate meanings
- are from different historical periods
- are intended for different audiences
- demonstrate emerging, future developments of the media

Assessment Procedures

How will I be assessed?

- 70% exam
- 30% coursework

CAREERS OPTIONS

Editor

Copywriter

Internal Communications Manager

Marketing Manager

Radio Announcer

Web Developer

Social Media Manager

Digital Journalist

TV Presenter



MISSION STATEMENT

TEAM TOAN has extremely high expectations, and demands only the very best from everyone, allowing our students to leave us ready to succeed.



TRUST

We respect ourselves and others and always act with good intentions, having strong morals and we are always honest and fair.



ENDURANCE

We are hardworking and determined to never give up and are committed to motivating and challenging each other.



AUTONOMY

We have the confidence to use our initiative and take ownership of our own futures, without relying on others to do it for us.



MASTERY

We have high aspirations and the urge to get better, to become the best that we can be.

YEAR 9 PATHWAYS



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