



# **Year 9 into 10 MBACC Options Booklet 2025-26**

Name:

Tutor group:

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**CORE SUBJECTS:**

GCSE ENGLISH LANGUAGE/LITERATURE  
GCSE MATHEMATICS  
GCSE COMBINED SCIENCE  
PHYSICAL EDUCATION (Non-Examinable)  
PSHE (Non-Examinable)

**OPTION SUBJECTS:**

GCSE FRENCH  
GCSE SPANISH  
GCSE ARABIC  
GCSE GEOGRAPHY  
GCSE HISTORY  
GCSE ART AND DESIGN  
MUSIC  
DRAMA  
GCSE DESIGN & TECHNOLOGY  
GCSE PHOTOGRAPHY  
FOOD AND COOKERY  
INTERACTIVE MEDIA  
CHILD DEVELOPMENT  
BTEC BUSINESS AND  
ENTERPRISE  
BTEC SPORT  
GCSE RELIGIOUS STUDIES

## WELCOME

Welcome to Key Stage 4 at Manchester Academy from our Principal, James Eldon.

Dear Parents,

The Year 9 Options process is a milestone in a student's academic career. For the first time, students can shape their curriculum and begin to focus on subjects they have a particular passion for as well as the core subjects which are vital to all students – English, Maths and Science. Students need to reflect on their strengths, the subjects they might want to study at College and possibly even on the career they wish to pursue. We will support students with these decisions and ensure that they are well informed and confident in the choices they make.

This year we are encouraging our most academic students to consider the 'English Baccalaureate' group of qualifications – often known as the 'EBacc' subjects. In order for a student to achieve the 'EBacc' they must secure passes in English, Maths, 2 Sciences, History or Geography and a modern foreign language. The 'EBacc' is seen nationally as the most academic pathway and obviously is therefore challenging and not suitable for all students. However, we would like our most able students to seriously consider making their option choices with the 'EBacc' in mind as it is recognised nationally as a strength to have **strong passes (grade 5 or above) in all these subjects**. We are not insisting upon students choosing these subjects, but it is vital that our families are well informed about the choices they make and, because we are ambitious, we want our students to have access to Academic pathways.

It is important that students take subjects they have strengths in and are passionate about but also that a broad range of choices is made. For example, if a student took History, Spanish and Triple Science in their options, for their final option choice they might want to consider a more practical subject or a subject that offers very different challenges – for example Drama, or Food and Cookery or Sports Studies. Students have to work hard 25 hours a week in school, as well as at home, for their GCSEs so it's important there is balance in the choices they make and that different skills are tested across these subjects.

Finally, it is important students make choices individually not with their friends. By Year 10 students have to be more independent and more selfish – friendships can change; so if you choose a subject because your mate does you might be stuck in an option you don't enjoy with an ex-friend you no longer mix with. Similarly, students should not choose subjects solely based on who they think will teach the subject. Teachers change and there is no guarantee certain teachers will teach certain groups, so students should focus purely on the best choices for their lives during the most important years of their academic career so far.

I wish all the student's luck and hope they will enjoy shaping the next two years of their studies. We are here to help and support and if you have any questions or worries please do not hesitate to ask.

James Principal  
Manchester Academy

## WHAT DO I NEED TO KNOW BEFORE I START?

At Manchester Academy, we want you to be in the best possible position to prepare you for your future. You may have a very clear idea of what you want that future to looklike, but most students in Year 9 are not completely sure what direction they want to take yet. This is usual at this stage, so it's important to keep your options open to give you the widest range of opportunities later on.

You will know which subjects you achieve well in, and those you enjoy – these should be the main factors when choosing your options. You should also be aware that most universities require three or more good A-Level grades. **In order to get onto most A-Level courses (or equivalent), you will need five ormore good GCSE grades (which means Grade 9-5 under the new grading system), including English, Maths and Science.**

You should also take into account that studying a language is highly valued, as are History, Geography and RE. These subjects demonstrate that you are a student with broad interests, and the skills you develop are considered to help your overall learning. They are well-respected qualifications, which can open doors and opportunities in the future. These subjects appeal to universities and colleges, and many more students are taking them now.

It is also important to remember that both universities and employers' value a range of subjects and that you should seek to balance the courses you study. Practical and subjects within the Arts can help you develop skills in a wide range of valuable areas.

All the information you need is in this booklet, and staff are available to discuss your decisions and options with you. Here are the details for MA options team

- Year Director- Ms. Nikita Sandford ([Nikita.Sandford@manchester-academy.org](mailto:Nikita.Sandford@manchester-academy.org))
- Assistant Vice Principal- Ms. Shaila Trivedi ([Shaila.Trivedi@manchester-academy.org](mailto:Shaila.Trivedi@manchester-academy.org))
- Assistant Vice Principal- Mr. Matthew Hurst ([matthew.hurst@manchester-academy.org](mailto:matthew.hurst@manchester-academy.org))
- Vice Principal – Mrs Shumaila Latif ([Shumaila.latif@manchester-academy.org](mailto:Shumaila.latif@manchester-academy.org))

## Important Key Dates



**Year 9 parents evening and Options information evening is on Thursday 12<sup>th</sup> February** - This is the main source of information for parents/carers and students to find out about the options process.

The evening will include:

- Information about pathways
- Option process
- Options timeline
- Opportunity for the common questions to be answered.

**Option booklet and option form on Tuesday 10<sup>th</sup> February** – Option booklet and Option form will be released via MS Teams channel. Booklet will also be distributed to students.

**Subject fair and options evening on Thursday 12<sup>th</sup> February** - Students and parents attend an options fair where they have an opportunity to meet the subject leads to discuss what the subject entails.

**Taster days from 23<sup>rd</sup> February – 27<sup>th</sup> February** – Students will have the opportunity to attend GCSE lessons of their choice before they finalise the choices on the option forms.

**Deadline for Option form on Monday 2<sup>nd</sup> March** - final deadline for completed forms to be submitted.

***NOTE: Students on the MBACC pathway are still able to choose triple science. You must have scored at least 60% on the recent science big test. Please indicate this on the form and Mr. Hurst and Mrs. Latif will be in touch.***

*A polite reminder that, no holidays will be authorised during term time over the next two years. key assessments, mock examinations and coursework take place throughout the two-year course. any significant time away from school is likely to impact on final GCSE grades.*

## WHAT IS THE PROCESS?

**Read the booklet-** Read the booklet properly, where you have all the information about the option subjects in detail. Ask, Mr. Hurst, Mrs. Latif or Ms. Trivedi if you have any questions. Discuss your thoughts with older siblings and your parents/carers.

**Be prepared-** Read your latest termly big test reports to see how well you are doing in the subjects you are interested in. Research which subjects you need to study the career path you are interested in. Think about your strengths. Make sure you come to Options evening on Thursday 12<sup>th</sup> February.

**What will you study?** - Every student must study for GCSEs in English language, English literature, mathematics and science (either combined science or triple science). You will also do core PE lessons. You will then choose four option subjects.

**What happens next?** - You must complete your options form by no later than Monday 2<sup>nd</sup> March. On the options forms, you will be issued with a series of 'blocks' to choose from. You will choose one subject for each 'block' and this will be your first choice. You must also rank the other subjects from second choice to last choice.

## How to complete an E- Option form

Link to the option form – [MBacc Options Form 2026 – Fill out form](#)

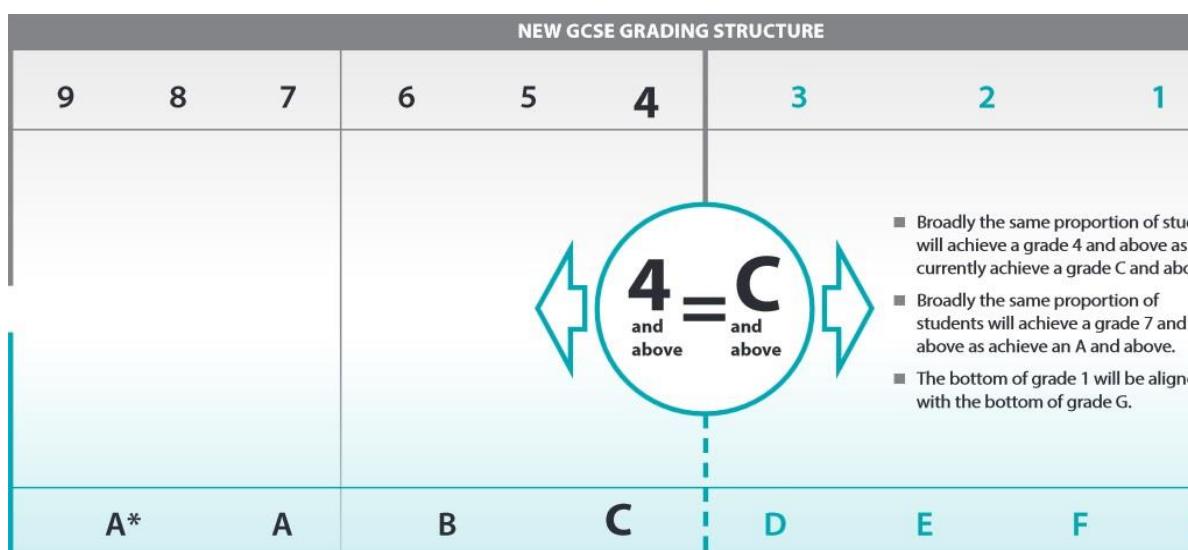
The form includes;

- **Core curriculum section**- Just for information no need to choose any subject.
- **Options blocks** – You MUST choose one option from each bloc
- **parent consent section**- This section talks about parent/carer consent and general information.

MBACC pathway			
Green	Blue	Purple	Yellow
History	RE	RE	Child development
Geography	Child development	Business & Enterprise	Drama
Spanish	Photography	Food	Photography
Arabic	Sports	Sports	Art
French	Music	Technology	IMedia
	History	Art	Food
		Drama	Music

## GCSEs: An Introduction

GCSEs have been through a significant transition period in recent years. All subjects at GCSE, which used to all be graded from A\* to G, have moved to new specifications that have a greater focus on terminal examinations and are graded from 9 to 1, with 9 being the best grade. As a rough guide, the same proportion of students who scored A\*-A grades will be split amongst the three 7-9 grades and the same proportion of students who scored A\*-C grades will be split amongst the six 4-9 grades:



We are excited by the opportunities presented by the new GCSEs as they contain more demanding content and grammar school students should relish the challenges that they provide.

### ***The Examination Boards***

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

**Edexcel / Pearson** [qualifications.pearson.com](http://qualifications.pearson.com)

**OCR** [www.ocr.org.uk](http://www.ocr.org.uk)

**WJEC / Eduqas** [www.eduqas.co.uk](http://www.eduqas.co.uk)

If more than one examination board offers a course for a particular subject, then the Curriculum Area Leaders in the Academy chooses the board whose content is best suited to our pupils. Each course summary in this booklet contains the examination board used by the school. If you decide to purchase a revision guide for a subject, then it is worth knowing the examination board that the school uses for a particular subject. Similarly, if you would like to find out more about the course being offered at Manchester Academy then the examination board's website will provide more details.

## VOCATIONAL COURSES

Vocational qualifications/technical awards are suitable for a wide range of learners. They encourage and recognise achievement in learners, who will benefit from studying courses linked generally or specifically to occupational areas (e.g. Engineering, Food and cookery, Dance, Music and iMedia)

Each vocational course is made up of a number of units. Each unit is graded a 'pass', 'merit' or 'distinction', according to how well the learner has performed against a set of criteria. Learners must achieve at least a 'pass' in ALL the units to achieve the qualification which is equivalent to a GCSE grade. Assessments will take place throughout the course and make up part of the final grade, with an examination at the end which will account for up to 40% of the final grade.

Vocational/technical courses provide students with the opportunity to develop a wide range of skills for progression into either Further Education or the workplace. Courses are based in a vocational context and although many skills are subject-related, others are general work-related skills including communication and working as part of a team.

This type of qualification is widely acknowledged and recognised by local colleges and the main employers in the industry sectors

## HOW DO I MAKE MY OPTIONS CHOICES?

What should you consider when choosing option subjects?

- Which subjects are you successful in?
- Which subjects do you enjoy as you will be studying them for two years?
- What skills do you want to learn?
- What might you want to study post GCSE, subjects you want to take it at A-Level?
- What do you study in the subject and is it right for you? Find out as much as possible from teachers and taster sessions
- Are there any entry requirements for the subjects you want to study?

What are the common mistakes made, when choosing option subjects?

- Choosing an option because all your friends are doing it
- Choosing based on the teacher(s)
- Choosing because you have never done the subject before, so must be good
- Deciding without reading this booklet, asking questions and speaking to teachers
- Deciding without discussing it with your parents and carers
- Deciding against a subject because you do not want a career in it

# GCSE ENGLISH LANGUAGE

**Subject:** English Language  
**Level of Award:** (9-1) GCSE



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## Course content

### Course content

#### **Overview of content – Component 1**

- Study selections from a range of prose fiction.
- Develop skills to analyse and evaluate 19th-century fiction extracts.
- Develop imaginative writing skills to engage the reader.
- Use spelling, punctuation and grammar accurately.

#### **Overview of content – Component 2**

- 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 model

### **Overview of assessment – Component 1**

- Section A – Reading: questions on an unseen 19th-century fiction extract.
- Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.
- The total number of marks available is 64.
- Assessment duration 1 hour and 45 minutes.

### **Overview of assessment – Component 2**

- Section A – Reading: questions on two thematically linked, unseen non-fiction extracts.
- Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.
- The total number of marks available is 96.
- Assessment duration: 2 hours and 5 minutes.

## Skills developed

- read a wide range of texts fluently and with good understanding
- read critically and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
  - listen to and understand spoken language, and use spoken Standard English effectively. Spoken language will be reported as a separate grade on the student's certificate.

## Post-16 progression

Students can go on to study English Language at sixth form college.

Other subjects which would benefit from the qualification include Media Studies, Film Studies and Humanities subjects.

## Accreditation

**Exam board:** Edexcel

## Contact details:

**Curriculum Area Leader:** Mr. Glasby

[Ryan.Glasby@manchester-academy.org](mailto:Ryan.Glasby@manchester-academy.org)

**QAN Code English Languages:** 601/4836/6

# GCSE ENGLISH LITERATURE

**Subject:** English Literature  
**Level of Award:** (9-1) GCSE



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## Course content

### **Overview of content – Component 1**

- Study a **Shakespeare play (Macbeth)** and a **post-1914 British play or novel**. (An Inspector Calls)
- 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.

### **Overview of content – Component 2**

- Study a **19th-century novel (Jekyll & Hyde or A Christmas Carol)** and a **poetry collection (Conflict)** from the *Pearson Poetry 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 model

### **Overview of assessment – Component 1**

- Section A – Shakespeare: a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.
- Section B – Post-1914 British play or novel: ONE essay question.
- The total number of marks available is 80.
- Assessment duration: 1 hour and 45 minutes.
- Closed book (texts are not allowed in the examination).

### **Overview of assessment – Component 2**

- Section A – 19th-century novel: a two part question, with the first part focussed on an extract of approximately 400 words. The second part is an essay question exploring the whole text.
- Section B – Part 1: ONE question comparing a named poem from the *Pearson Poetry Anthology* collection to another poem from that collection. The named poem will be shown in the question paper. Part 2: ONE question comparing two unseen contemporary poems.
- The total number of marks available is 80.
- Assessment duration: 2 hours and 15 minutes.
- Closed book (texts are not allowed in the examination).

## Skills developed

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including grammatical terminology, and other literary and linguistic terms they need to criticise and analyse what they read.

## Post-16 progression

Students can go on to study English Literature at sixth form college. Other subjects which would benefit from the qualification include Media Studies, Film Studies and Humanities subjects.

## Accreditation

**Exam board:** Edexcel

**QAN Code English Languages:** 601/4789/1

## Contact details:

**Curriculum Area Leader:** Mr Glasby

[Ryan.Glasby@manchester-academy.org](mailto:Ryan.Glasby@manchester-academy.org)

# GCSE MATHEMATICS

**Subject:** Mathematics

**Level of Award:** (9-1) GCSE



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## Course content

The course aims to help students to acquire an understanding of Mathematics, both in everyday life and in abstract situations. Students are encouraged to learn to communicate their work in the language of Mathematics and to become numerate by identifying the links between the different areas of Mathematics. Students will develop knowledge and understanding of the following topics:

- Number
- Algebra
- Ratio, Proportion and Rates of change
- Geometry and Measures
- Statistics and Probability

## Assessment model

The course is assessed at two levels (Foundation from Grades 1 - 5 and Higher from Grades 4 – 9). The final level of entry is determined by mock examinations throughout the year. There is no coursework.

The final GCSE exam consists of 3 GCSE papers:

Paper 1 Non-calculator exam (1 hour 30 minutes)  
Paper 2 Calculator exam (1 hour 30 minutes)  
Paper 3 Calculator exam (1 hour 30 minutes)

## Skills developed

GCSE Mathematics encourages students to develop confidence in Mathematics. This prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

It also gives students the opportunity to develop the ability to:

- acquire and use problem-solving strategies and use critical thinking skills
- select and apply mathematical techniques and methods in mathematical and real-world situations
- reason mathematically, make deductions and inferences and draw conclusions
- interpret and communicate mathematical information in a variety of forms appropriate to the information and context

## Post-16 progression

A-Level Mathematics

Banking, Accounting, Finance, Insurance

Engineering and Science

Computer Science

## Accreditation

## Contact details: Curriculum Area

Leader: Mr Hodgson

**Exam board:** Edexcel GCSE

[Kal.hodgson@manchester-academy.org](mailto:Kal.hodgson@manchester-academy.org)

**QAN Code Mathematics:** 601/4700/3

# GCSE COMBINED SCIENCE

**Subject:** Combined Science (9-1) GCSE



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## Course content

In this subject, you will study a vast range of interesting topics including topics in biology, chemistry and physics. In biology, you will study: cells, cell transport, infections, photosynthesis, respiration, homeostasis, inheritance, variation and ecology. In chemistry, you will study: atomic structure, states of matter, methods of separating substances, periodic table, bonding, quantitative chemistry, acids and alkalis, electrolytic processes, rates of reaction, organic chemistry, chemistry of the atmosphere and using resources. Finally, in physics, you will study: forces and motion, energy, waves, the electromagnetic spectrum, radio-activity, electricity, magnetism and the forces involved in matter. Most importantly, you will be taught a range of practical skills by carrying out a series of practical lessons.

## Assessment model

To achieve the two GCSEs in this subject you will sit six, 1 hour 15 minute exams at the end of year 11 that will be based on your learning over Key Stage 4. In total, there are two biology, two chemistry and two physics exams. There is no controlled assessment in this subject. Your practical skills will be tested in the exams where you will be asked about the practicals you have done. There will be 7 for biology, 6 for chemistry and 8 for physics. Students will be provided opportunities to sit higher and foundation paper.

## Skills developed

This qualification allows students to develop their scientific knowledge and conceptual understanding through the scientific disciplines of biology, chemistry and physics. The course will develop understanding of the nature, processes and methods of science which is achieved through different types of scientific enquiries that answer scientific questions about the world around them. Students will develop their problem solving skills and apply these in the laboratory and in other learning environments. Students will also develop their evaluative skills through critical analysis of methodology, evidence and conclusions both quantitatively and qualitatively.

## Post-16 progression

The content taught in this subject enables students to follow a range of progression routes. Sixth Forms will require a grade 66 and above to study either A-Level Biology, Chemistry or Physics with some colleges requesting a grade 77 in the specific subject you want to study. Colleges would look at separate science more preferably than GCSE Combined Science. This course would also be perfect for students who wish to continue on to do an apprenticeship in a scientific industry such as GlaxoSmithKline and may be even abroad in animal conservation.

Accrediation Exam board: AQA

QAN: 601/8758/X

## Contact details

**Curriculum Area Leader:** Dr Spencer  
[Andrew.Spencer@manchester-academy.org](mailto:Andrew.Spencer@manchester-academy.org)

# GCSE FRENCH

**Subject:** French GCSE

**Level of Award:** (9-1) GCSE



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## Course content

GCSE French is made up of four parts and tasks based on these topics:

Personal Relationships, Health, Education and Work, Leisure and Tourism and Home and Environment. Throughout these, students will be equipped with the necessary French language skills to communicate effectively in both spoken and written forms.

## Assessment model

Written exam in Year 11 – 25% of final grade Speaking

exam in Year 11 - 25% of final grade Listening exam in

Year 11 - 25% of final grade

Reading exam in Year 11—25% of final grade

## Skills developed

French GCSE offers students the opportunity to further develop their language and communication skills as well as acquire cultural knowledge about France and French speaking countries. Topics studied in GCSE French include Personal Relationships, Health, Education and Work, Leisure and Tourism, and Home and Environment. The course builds on the knowledge and skills developed in Year 7-9.

Although it is suitable for anyone who enjoys French and has a good level of understanding of the language; to study French GCSE, students must obtain at least 50% on their Big Tests at key stage 3. Students will be required to sit 4 final exams for listening, reading speaking and writing, so GCSE French requires a huge enthusiasm and interest. Typically, students on less than 50% on their Big Tests at key stage 3 in French find the GCSE difficult which may limit attainment.

## Post-16 progression

GCSE French is required to study ‘A’ level French. GCSE French would be of benefit to anyone considering any career in a French speaking country or in a company with links to French speaking countries. In addition to this, there are other careers such as translating, interpreting and teaching.

## Accreditation

**Full course title:** Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French (1FR1)

**QAN number:** 610/2718/2

## Contact details:

**Curriculum Area Leader:** Ms P. Lorca Amaro

[Patricia.lorcaamaro@manchester-academy.org](mailto:Patricia.lorcaamaro@manchester-academy.org)

# GCSE SPANISH

**Subject:** Spanish GCSE

**Level of Award:** (9-1) GCSE



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## Course content

GCSE Spanish is made up of four parts and tasks based on these topics:

Personal Relationships, Health, Education and Work, Leisure and Tourism and Home and Environment. Throughout these, students will be equipped with the necessary Spanish language skills to communicate effectively in both spoken and written forms.

## Assessment model

GCSE Spanish is assessed by:

Written exam in Year 11 – 25% of final grade Speaking exam in Year 11 - 25% of final grade Listening exam in Year 11 - 25% of final grade

Reading exam in Year 11—25% of final grade

## Skills developed

Spanish GCSE offers students the opportunity to further develop their language and communication skills as well as acquire cultural knowledge about Spain and Spanish speaking countries. Topics studied in GCSE Spanish include Personal Relationships, Health, Education and Work, Leisure and Tourism, and Home and Environment. The course builds on the knowledge and skills developed in Year 7-9.

Although it is suitable for anyone who enjoys Spanish and has a good level of understanding of the language; to study Spanish GCSE, students must obtain at least 50% on their Big Tests at key stage 3 or be fluent in either Italian or Portuguese. Students will be required to sit 4 final exams for listening, reading speaking and writing, so GCSE Spanish requires a huge enthusiasm and interest. Typically, students on less than 50% on their Big Tests at key stage 3 in Spanish GCSE difficult which may limit attainment.

## Post-16 progression

GCSE Spanish is required to study ‘A’ level Spanish. GCSE Spanish would be of benefit to anyone considering any career in a Spanish speaking country or in a company with links to Spanish speaking countries. In addition to this, there are other careers such as translating, interpreting and teaching.

### Accreditation

**Full course title:** Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish (1SP1)

QAN number: 610/3469/1

### Contact details

**Curriculum Area Leader:** Ms P. Lorca Amaro

[Patricia.lorcaamaro@manchester-academy.org](mailto:Patricia.lorcaamaro@manchester-academy.org)

# GCSE ARABIC

**Subject:** GCSE Arabic

Level of award :9-1 GCSE



## Course content

GCSE Arabic is made up of 5 themes based on the following topics:

Identity and culture; local area, holiday, travel; school; future aspirations, study and work; international and global dimension. Throughout these, students will be equipped with the necessary Arabic language skills to communicate effectively.

## Assessment model

Paper 1: Listening and understanding in Arabic

Paper 2: Speaking in Arabic: Roll play task, picture-based task; conversation (2parts)

Paper 3: Reading and Understanding in Arabic

Paper 4: Writing in Arabic

## Skills developed

More than **422 million** people around the world speak Arabic, making it the fourth most native spoken language in the world. Arabic is one of the oldest languages, and it is the official language of over 22 countries. So, learning Arabic will offer more insights into the culture, religion and civilization of the Arabic and non-Arabic countries.

## Post-16 progression

GCSE Arabic is required to study 'A' level Arabic. GCSE Arabic would be beneficial to anyone considering any career in Arabic or non-Arabic countries.

Learning Arabic is very important; improves cognitive skills, deepens cultural understanding, enhances travel experiences and aids in learning Quran and religious studies.

Arabic boosts career opportunities in teaching, translating, interpreting in organisations such as United Nations, EU, BBC, Arabic News and International Media in Britain, middle East and around the world. Arabic could also lead to other routes such as Tourism, Civil and Diplomatic Services careers.

### Accreditation

Full course title: Edexcel; Arabic GCSE  
(9-1) Arabic QAN number: 603/1172/1

### Contact details:

**Curriculum Area Leader:** Patricia Lorcaamaro  
[patricia.lorcaamaro@manchester-academy.org](mailto:patricia.lorcaamaro@manchester-academy.org)

T.Anani: Maths and Arabic teacher

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# GCSE HISTORY

**Subject:** History GCSE  
**Level of Award:** (9-1) GCSE



## Course content

The new Edexcel History course is designed to enable students to delve into and study different aspects of the past, so they can engage with British history as well as World history and understand what drives change and how the past influences the present.

The GCSE History content comprises the following elements:

one period study- Weimar and Nazi Germany

one thematic study- Crime and Punishment

one wider world depth study- Superpower relations and the Cold War.

one British depth study including the historic environment- Elizabethan England

## Assessment model

100% exam.

Paper 1: Thematic study and historic environment- Crime and Punishment

Paper 2: Period study and British depth study- Elizabethan England 1558-1588 and Superpower relations and the Cold War 1945-1991.

Paper 3: Modern depth study- Weimar and Nazi Germany 1918-1939

## Skills developed

The specification ensures a substantial study of history as its structure embeds the requirement to study history across three eras, three-time scales and three geographical contexts. Breadth of study is thereby assured. Students will also have the opportunity to develop their analytical and evaluation skill alongside their vocabulary and literacy.

## Post-16 progression

A Level history and degree courses linked to a range of Historical periods exist across a wide range of universities. There are also a broad range of careers linked to History including: -

- Law
- Management
- Politics
- Archaeology
- Research
- Teaching

## Accreditation

**Full course title:** Edexcel GCSE in History

## Contact details:

**Curriculum Area Leader:** Mrs Rehman

[Camilla.rehman@manchester-academy.org](mailto:Camilla.rehman@manchester-academy.org)

# GCSE GEOGRAPHY

**Subject:** Geography GCSE

**Level of Award:** (9-1) GCSE



## Course content

Study within the AQA GCSE (9–1) in Geography specification will consist of:

Paper 1—Living with the Physical Environment  
 Paper 2—Challenges in the Human Environment  
 Paper 3—Geographical Applications

The specification will engage learners through the exploration of a number of geographical topics encapsulating both the geography of the UK and the rest of the world. Learners will be encouraged to make links between topics and challenge their previous ideas developed in Geography through an enquiring approach to the content.

## Assessment model

100% exam:-

Exam 1—Physical Environment 35% (88 marks)  
 Exam 2—Human Environment 35% (88 marks)  
 Exam 3—Geographical Applications and fieldwork 30 % (76 marks)

## Skills developed

Geographical skills are fundamental to the study and practice of geography. They are integrated into all aspects of the subject and include subject specific skills such as cartographical skills as well as more general academic skills such as statistical, evaluative and pattern identification skills that provide a basis for further study and research across a range of subjects as well as being core skills for the world of work. Learning these skills in the context of the specification covering the eight topics from within both the physical and human components, will stimulate learners to ‘think geographically’. It will also provide them with opportunities to apply the skills in a wide range of curriculum, learning and extra curricular contexts.

## Post-16 progression

There are a broad range of careers open to a Geographer, including:

- Development analyst
- City planner
- Geotechnical engineer
- environmental consultant
- cartographer
- Recycling manager
- weather analyst
- soil conservationist
- ecologist

## Accreditation

**Full course title:** AQA Geography GCSE

## Contact details:

**Curriculum Area Leader:** Ms Austin

[Rebecca.Austin@manchester-academy.org](mailto:Rebecca.Austin@manchester-academy.org)

# GCSE RELIGIOUS EDUCATION

**Subject:** Religious Studies GCSE

**Level of Award:** (9-1) GCSE



## Course content

In R.E. we explore the beliefs and practices of two of the world's major religions, Christianity and Islam as well as 4 thought-provoking themes. We consider how religion influences the way some people live their lives as well as the impact it can have on others. We cover key historical, political, and religious events and debate global affairs such as environmental issues, the use of animals, abortion, euthanasia, weapons of mass destruction and the death penalty. Throughout the course we encourage you to formulate your own judgements on many of the ethical issues we face today and will provide you with a platform to nurture your own moral, cultural and spiritual growth.

The AQA GCSE (9–1) in Religious Studies A specification will consist of:

Paper 1: Beliefs and Practices of Two Religions (Christianity and Islam)  
 Christianity Beliefs  
 Christianity Practices  
 Islam Beliefs  
 Islam Practices

Paper 2: Thematic Studies

Relationships and Families  
 Religion and Life  
 War, Peace and Conflict  
 Crime and Punishment

## Assessment model

100% exam:

Exam 1 – Christianity and Islam Beliefs and Practices – 1 hour 45 minutes (50%) of G.C.S.E. (96 marks + 6 Spag)  
 Exam 2 – Thematic Studies – 1 hour 45 minutes (50%) of G.C.S.E. (96 marks + 3 Spag)

## Skills developed

Whether you consider yourself a religious person or not, or whether you think religion has played a positive or negative role in history, from the beginning of time, religion has been an integral part of human existence. Religions have always asked big questions, such as: What is the true meaning of life? What happens to us after death? Why is there suffering in the world? Studying religion as an opportunity to discuss some of life's biggest questions, providing you with the chance to learn how others understand existence and our purpose.

Britain is a culturally diverse country and studying religion increases cultural awareness. By learning about different teachings, rituals, stories, and scriptures, we can also come to understand how different communities of believers - past and present, East and West - have used their religious traditions to shape, sustain, transform themselves. You will learn about the two biggest religions in the world, Christianity and Islam.

The academic study of religion is multidisciplinary. The course draws from different disciplines in the humanities and the social sciences, such as history, anthropology, literature, and political science. Studying religion therefore provides you an opportunity to learn about a range of disciplines.

Religious Studies involves some essay writing and debate! You will therefore learn how to communicate your thoughts clearly and create structured arguments whilst deliberating some of the most important global issues of our time.

### **Post-16 progression**

As well as developing life skills, here are just some of the careers Religious Studies can help you with...

- News Reporter
- Teacher
- Diplomat
- Charity Event Organiser
- Civil Service
- Solicitor
- Activist
- Journalist
- International Aid Worker
- Counsellor
- Equality and diversity officer
- Victim's Advocate
- Social worker
- Researcher
- Historian
- Writer
- Lecturer
- Youth worker

### **Accreditation**

**Full course title:** AQA GCSE Religious Education

**QAN number:** 601 / 8400 / 0

### **Contact detail**

**Curriculum Area Leader:** Ms Burkinshaw

[serena.burkinshaw@manchester-academy.org](mailto:serena.burkinshaw@manchester-academy.org)

# BUSINESS AND ENTERPRISE

**Subject:** Business

**Level of Award:** Level 1/ 2 Technical Award



## Course content

This course enables students to:

- understand entrepreneurial characteristics and business aims and objectives
- understand business organisation, legal structures and the importance of stakeholder engagement
- analyse market research, market types, marketing mix and market orientation
- analyse human resource requirements for business and enterprise
- understand operations management
- understand business growth
- understand sources of enterprise funding and business finance
- analyse the impact of the external environment on business and enterprise
- apply business and enterprise planning

## Assessment model

Externally-set: non-exam assessment (NEA) and an examined assessment (EA)

40% Examined Assessment covering all Content Areas (1-8): (AOs): AO1, AO2, AO3, AO4 & AO5; 1 hour 30 minutes.

60% NEA; Portfolio of evidence covering all Content Areas (1-8); (AOs): AO1, AO2, AO3, AO4 and AO5 – 21 Allocated Hours

## Skills developed

This qualification will promote the learner's understanding of:

- entrepreneurial characteristics and business aims and objectives
- business organisation, legal structures and stakeholder engagement
- market research, market types, marketing mix and market orientation
- human resource requirements for business and enterprise
- operations management
- business growth
- sources of enterprise funding and business finance
- the impact of the external environment on business and enterprise

## Post-16 progression

A-Level Business

Level 3 BTEC Business

Business apprenticeship

## University:

Business Degree

<u>Accreditation</u>	<u>Contact detail</u>
<b>Full course title:</b> NCFE Level 1/2 Technical Award in Business and Enterprise QAN: 603/7004/X	<b>Curriculum Area Leader:</b> Mrs Moore <a href="mailto:Johanna.Moore@Manchester-academy.org">Johanna.Moore@Manchester-academy.org</a>

# NCFE Tech Award in Interactive Media

**Subject:** ICT

**Level of Award:** Level 1/2 Technical Award



## Course content

This qualification consists of one unit with seven content areas

### **This qualification aims to:**

- focus on the study of the interactive media sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

### **The objectives of this qualification are to:**

- understand the different types of interactive media products and their features
- consider the audiences of interactive media products
- identify the software and hardware options for interactive media products
- understand interactive media product planning and proposals
- apply the development processes of an interactive media product
- promote and present interactive media products
- review the production processes and final product

**Assessment model:** Externally-set: non-exam assessment (NEA) and an examined assessment (EA)

40% Examined Assessment covering all Content Areas (1-7): AOs: AO1, AO2, AO3; 1 hour 30 minutes

60% NEA; Portfolio of evidence covering all Content Areas (1-7); (AOs): AO1, AO2, AO3, AO4 and AO5– 17 Allocated Hours

## Skills developed

- Essential Employability Skills – Team work, Interpersonal Skills & ability to work Independently
- Using Digital Graphical Software
- Using Website Authoring Software
- Creating a Professional Report
- Acting on Constructive Feedback
- Meeting the needs of clients

## Post-16 progression

Learners who achieve this qualification could progress onto Level 3 qualifications and A Levels, such as:

- Level 3 Applied General Certificate in Art and Design
- Level 3 Certificate in Creative Craft
- Level 3 Certificate in Interactive Media

It may also be useful to those studying qualifications in the following sectors: performing arts, photography, creative/interactive media, games design.

## Accreditation

**Full course title:** NCFE Level 1/2 Technical Award in Interactive Media

**QAN:** (603/7005/1)

## Contact details:

**Curriculum Area Leader:** Ms Rashid  
[nazim.rashid@manchester-academy.org](mailto:nazim.rashid@manchester-academy.org)

# NCFE FOOD & COOKERY

Subject: Food and Cookery  
Level of Award: Technical Award Level 1/2



## Course content

1. Health and safety relating to food, nutrition and the cooking environment
2. Food legislation and food provenance
3. Food groups, key nutrients and a balanced diet
4. Factors affecting food choice.
5. Food preparation, cooking skills and techniques
6. Recipe amendment, development and evaluation
7. Menu and action planning for completed dishes

## Assessment model

The qualification has 2 assessments externally set by NCFE: one NEA worth 60% and one written exam worth 40%.

### **The Written examination (EA)**

- 80 marks
- 1 hour 30 minutes
- a mixture of multiple-choice, short-answer and extended response questions.

### **The terminal assessment (NEA):**

will assess the learner's knowledge and understanding of all content areas.

60% of the technical award 96 marks

The completion time for the NEA is 16 hours 30 minutes.

The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area.

The following grades are available for the qualification; level 1 pass, level 1 merit, level 1 distinction, level 2 pass, level 2 merit, level 2 distinction, level 2 distinction\*.

## Skills developed

- decision making
- communicating
- problem solving
- evaluation
- professional behaviour
- resourcefulness
- independent working
- planning
- reflection
- the importance of continuing professional and personal development
- an ability to reflect upon their preferred learning style and identify relevant study skills

## Post-16 progression

- Certificate/diploma in culinary skills
- NVQ Diploma in Food Production and Cooking
- level 2 technical certificate in professional cookery
- level 3 applied certificate/diploma in food science and nutrition
- advanced technical diploma in professional cookery
- T Level in Catering (this will support progression to higher education)

## Accreditation

Contact details: Curriculum Area Leader: Mrs C. Stack

Full course title: NCFE Level 1/2 Technical Award in Food and Cookery

[Claire.stack@manchester-academy.org](mailto:Claire.stack@manchester-academy.org)

QAN: 603/7014/2

# GCSE DESIGN & TECHNOLOGY

**Subject:** GCSE Design and Technology

**Level of Award:** (9-1) GCSE



## Course content

The Exam will Assess the students on

- **Core technical principles** - new and emerging technologies - energy generation and storage - developments in new materials - systems approach to designing - mechanical devices - materials and their working properties.
- **Specialist technical principles** - selection of materials or components - forces and stresses - ecological and social footprint - sources and origins - using and working with materials, stock forms, types and sizes - scales of production - specialist techniques and processes - surface treatments and finishes.
- **Designing and making principles**

The Non-Exam Assessment will give the students the opportunity to demonstrate a practical application of the following areas

- Core technical principles
- Specialist technical principles
- Designing and making principles

## Assessment model

This is a linear course with two assessed components to it which will be graded on a 9-1 scale.

1 External Exam 50 % course total

2 Non-Exam Assessment 50% course total

## Skills developed

This course will give the students a broad understanding of the design and manufacturing industry that helps drive the world we live in. This will include core technical knowledge around new and emerging materials and technologies. Developing specialist knowledge which will have a focus on timbers and wood and understanding how its use impacts on the modern world. Developing and improving design and making skills to help address needs the you have identified.

## Post-16 progression

This course will give students a good broad knowledge of Design and will provide them with skills to access a range of Art and Design courses at A-Level, BTEC and beyond. Previous students who have successfully completed GCSE Design and Technology have gone on to courses that have covered areas that lead students to studying Product Design, Interior Design, Architecture, Fashion Design and other CAD and web based design industries.

### Accreditation

**GCSE**

### **Full course title:**

**GCSE Design and Technology**

**QAN:** 603/0984/2

### Contact details:

**Curriculum Area Leader:** Ms. McBride

**Catherine.Mcbride@manchester-academy.org**

# GCSE Photography

**Subject:** GCSE Photography

**Level of Award:** (9-1) GCSE



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## Course content

The AQA GCSE Photography course is designed for students who are interested in photography, art and digital media. It is an exciting course in which students will be supported to expand their technical skills and creative abilities while building confidence and resilience. The course will equip students with the knowledge and transferable skills needed to pursue further studies within creative subjects at college and university.

Students will develop their technical skills using professional digital and film cameras and photographic equipment. Some of the skills that will be focussed on include composition, viewpoint, aperture, lighting, depth of field, shutter speed and movement. Students will learn how to digitally manipulate images using specialised editing software, while also learning the chemical processes used in the photographic darkroom. Some of the areas of photography that will be explored throughout the course include:

- Documentary photography
- Photojournalism
- Location and landscape photography
- Studio portraiture and fashion photography
- Street photography
- Sport and event photography
- Experimental art photography

Students will have the opportunity to learn about contemporary and historical photographers, visit galleries and exhibitions, and participate in several field trips to help broaden their photographic experience while building their skills and understanding of photography and its role in the modern world.

## Assessment model

The course is assessed based on a **portfolio (60%)** that documents learning and photographic work throughout the course alongside an externally set **assignment (40%)** which culminates in a major exhibition of their work. Both elements are teacher assessed.

## Skills developed

The GCSE Photography course will teach students the skills needed to confidently use professional digital cameras, industry standard digital software, film cameras and a range of other photographic equipment. Students will learn how to use cameras to take effective, creative and successful photographs for specific purposes. They will explore the key role photography plays in the modern world and the pathways to employment in photography and other creative digital industries.

## Post-16 progression

The technical photographic skills learnt on this course combined with the broad knowledge of photography, art, design and digital media, will be a huge asset to students hoping to go on to further studies at college and university. Students who successfully complete this course could go on to study courses in Photography, Art and Design, Graphic Design, Product Design, Digital Media, Journalism, Photojournalism, Media, Advertising and many more. A vast array of employment opportunities await students who attain qualifications in these areas.

## Accreditation

**AQA GCSE Photography (9-1)**

QAN - 601/8088/2

## Contact details:

**Subject Teacher: Mr Fitton**

[Jon.fitton@manchester-academy.org](mailto:Jon.fitton@manchester-academy.org)

# GCSE ART

**Subject:** Art GCSE

**Level of Award:** (9-1) GCSE



## Course content

GCSE Art and Design provides students with a wide range of creative and exciting opportunities to explore their interests and ideas through their artwork. They will develop imaginative and intuitive ways of working. Students will develop knowledge and skills in areas such as painting, printing, 3d sculptural forms, photography and also computer software such as Photoshop.

**Unit 1 Portfolio of Work:** Students will focus their learning upon one specific theme in which they will begin to develop a body of work. Within this portfolio students will look at a range of artists, explore techniques such as printing Photoshop and Clay development. At the end of Unit 1 students will create a Final piece based upon the work produced within the portfolio which might take the form of a canvas or 3D piece. This body of work will be internally assessed and be worth 60% of the Final grade.

**Unit 2 Externally Set Task:** Students will choose from a wide range of questions provided by the exam board in which to focus their learning. A smaller portfolio of work will be produced followed by 10Hours of controlled assessment work. This body of work will be externally assessed and be worth 40% of the Final Grade.

## Assessment model

Unit 1: Portfolio of Work (Controlled Assessment) 60 per cent

Unit 2: Externally Set Task 40 per cent.

## Skills developed

This is a broad course exploring both 2D and 3D processes along with a range of artist's designers and crafts people. Candidates will learn how ideas, feelings and meanings can be put into images, artefacts and products. Candidates will use knowledge and understanding of the work of others and how it can inform their own work designs. This course will enable students to build skills and become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.

Art GCSE is highly weighted on creativity so you must be enthusiastic about the subject because the quantity and quality of work necessary requires time and effort. To ensure a strong grade at GCSE at KS3 would be recommended before you start the course.

## Post-16 progression

This course provides a strong foundation for further progression to Art and Design related courses such as A-level Art and Design and vocational courses, leading to possible careers in many different areas of design.

## Accreditation

**Full course title:** WJEC GCSE Art and Design

**QAN:** 601/8087/0

## Contact details:

**Curriculum Area Leader:** Mrs. Aspden

[Christine.Aspden@manchester-academy.org](mailto:Christine.Aspden@manchester-academy.org)

# Drama Btec tech awards Performing Arts

**Subject:** Drama– Acting

**Level of Award:** Level 1/2 certificate in Creative and performing Arts



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## Course content

**Component 1- Practitioners:** Students will learn about a minimum of three theatre practitioner and their professional work. They will explore their style, study their plays and write about their work.

**Component 2- Scripted:** Students will perform a scene from a play. They will study the context and develop an understanding of character. They will keep a rehearsal log. Perform the scene and evaluate the effectiveness of the performance.

**Component 3- Devising:** Using your skills from Unit 1 and 2 you will create a 10-15-minute devised performance. You will write about your ideas and aim, a rehearsal log of how its going, a final performance and evaluation of the process.

## Assessment model

You will be assessed through project work. For Components 1 and 2 you will undertake projects (not exams) in response to briefs. The project for each Unit will take 10 hours and be worth 30% of your qualification. For each one you will be given a scenario and will need to undertake a number of tasks.

In Component 3 you will undertake another project (no exam) in response to a brief, which will take 20 hours and be worth 40% of your qualification. You will be given a scenario and will need to undertake a number of tasks.

## Skills developed

Aside from confidence and skills in performance and Theatre Design, Drama requires the student to set their own agenda from within themselves, rather than follow set topics as in other subjects. They have to make independent decisions all the way and be self-critical. They also need to be brave in exposing their creations and accept criticism. Working in teams makes students into good communicators. Drama develops the broader dimensions of the human being mind, body and soul. The arts can express the inexpressible and make sense of things that otherwise do not seem to. This can be very fulfilling and helps us function as human beings – which can only be good for society as a whole.

## Post-16 progression

Students will be applying for jobs that do not yet exist. They will need to be adaptable, creative and think on their feet. Drama is suitable for students planning to enter a wide range of careers such as acting, stage management, lighting, filming, stage costume and make up. A range of specialised A level courses are available in Manchester. It is also suitable for careers where good communication, teamwork and leadership skills are important, e.g. nursing, social work, law, sales and hospitality.

Many employers now actively seek those who have studied Drama to make sure they have the best creative thinkers in their teams.

## Accreditation

## Contact details:

**Full course title:** Level 1/2 certificate

**Subject Teacher:** Mrs McLellan

**QAN 603/7054/3**

**[Rebecca.mclellan@manchester-academy.org](mailto:Rebecca.mclellan@manchester-academy.org)**

**Subject:** Music Practice (Performance)  
**Level of Award:** Level 1/2 certificate in Creative and performing Arts



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### Course content

**Component 1 – Genre Studies and Products:** You will study 4 genres, exploring their stylistic elements of the music. You will learn how to play in these styles and create a presentation explaining the different styles. You will then create 3 musical products (Performance/Composition/Recording) based around these genres.

**Component 2 – Skill Development:** You will choose targets on your instrument and log your progress via videos and logs. You will also create a piece of original music and log your compositional progress.

**Component 3 – External Unit:** You will be given a set 10 pieces to choose from based around a theme. Your task is to change the style of the song and perform it. You will log your intentions, progress and then evaluate your outcome.

### Assessment model

You will be assessed through project work. For Units 1 and 2 you will undertake projects (not exams) in response to briefs. The project for each Unit will take 10 hours and be worth 30% of your qualification. For each one you will be given a scenario and will need to undertake a number of tasks.

In Unit 3 you will undertake another project (no exam) in response to a brief, which will take 20 hours and be worth 40% of your qualification. You will be given a scenario and will need to undertake a number of tasks.

### Skills developed

Students develop knowledge and understanding by applying their learning and skills in an industry applicable context. They are actively encouraged to take responsibility for their own learning, ideas and develop skills that are essential for the modern-day workplace. These skills include: working from a pre-scribed brief; working to deadlines; presenting information effectively and potentially working in a creative environment. Students will increase their English and mathematical competence in relevant, applied scenarios and develop transferable interpersonal skills, including working with others, problem-solving, independent study, and the appreciation of different perspectives and backgrounds.

### Post-16 progression

This qualification supports progression to a more specialised level 3 (3x A Level equivalent) vocational or academic music course. There are also many opportunities to be accepted on to an apprenticeship in a vast number of creative fields. Our tutors all work in creative industries and can offer advice/contacts.

**Companies in vastly varying industries count ‘learning a musical instrument’ among the qualities they want when hiring new employees, this is due to the discipline and creativity involved.**

<b>Accreditation:</b> Pearson	<b>Contact details:</b> <b>Curriculum Area Leader:</b> Mrs. Mclellan
<b>Full course title:</b> Level 1/2 certificate	<b><a href="mailto:Rebecca.mclellan@manchester-academy.org">Rebecca.mclellan@manchester-academy.org</a></b>
<b>QAN:</b> 603/7020/8	

# Pearson BTEC Tech Award Level 1/2 in Sport

## Subject:

Pearson BTEC Tech Award Level 1/2 in Sport



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## Course content

### **Component One: Preparing participants to take part in sport and physical activity**

This is assessed by a set assignment.

By completing this unit, you will explore the different types and provision of sport and physical activity available for different participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. You will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Topics include:

- Explore types and provision of sport and physical activity for different types of participant
- Examine equipment and technology required for participants to use when taking part in sport and physical activity
- Be able to prepare participants to take part in sport and physical activity

### **Component Two: Taking part and improving other participants sporting performance**

This is assessed by a set assignment.

By completing this unit you will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Topics include:

- Understand how different components of fitness are used in different physical activities
- Be able to participate in sport and understand the roles and responsibilities of officials
- Demonstrate ways to improve participants sporting techniques

### **Component Three: Developing fitness to improve other participants performance in sport and physical activity**

This is assessed by a written exam.

By completing this unit you will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. You will also develop an understanding of the body and fitness testing.

Topics include:

- Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/principles in relation to improving fitness in sport and exercise
- Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/principles in relation to improving fitness in sport and exercise
- Apply an understanding of facts, components of fitness, fitness tests, training methods/principles in relation to improving fitness in sport and exercise
- Make connections with concepts, facts, components of fitness, fitness tests, training methods/principles in relation to improving fitness in sport and exercise

## **Assessment Model**

### **Component One: Preparing participants to take part in sport and physical activity**

- 36 GLH
- BTEC Set Assignment
- 60 marks
- Centre-assessed and BTEC moderated
- Assignment one – Written piece of work, 3-4 pages of A4
- Assignment two – 10-minute presentation
- Assignment three – Warm-up plan and lead the warm-up

### **Component Two: Taking part and improving other participants sporting performance**

- 36 GLH
- BTEC Set Assignment
- 60 marks
- Centre-assessed and BTEC moderated
- Assignment one – Written piece of work, 3-4 pages of A4
- Assignment two – Performing in a chosen sport and video evidence taken of performing
- Assignment three – 10-minute presentation
- Assignment four – Written piece of work, 3-5 pages of A4 and video evidence taken of performing

### **Component Three: Developing fitness to improve other participants performance in sport and physical activity**

- 48 GLH
- External assessed exam
- 60 marks

## **Skills developed**

This qualification also allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment. Students will develop the following skills that are transferable to different real-life contexts, roles or employment:

- Research – students will understand the objective of researching topic areas. Record of research sources would be kept and used to interpret findings and present evidence
- Analytical Skills – could involve the collection and analysis of, body function, measurement and fitness level information, to problem-solve and inform evaluations and making recommendations to help improve performance
- Creative Thinking – this will involve them exploring and generating ideas, making original connections possibly to find solutions and outcomes that are of value. As part of this process and development students may:
  - Connect their own and others' ideas and experiences in inventive ways
  - Question their own and others' assumptions
  - Try out alternatives or new solutions and follow ideas through
  - Adapt ideas as circumstances change
- Planning – planning of events, this will involve managing your time and identifying the resources you will need, as well as reviewing your plans if necessary
- Team working – working with others during sporting activities to encourage participation and support individuals
- Leadership – Leadership skills are combination of some of the above skills and can be developed where there is a natural opportunity to demonstrate this on an individual basis through activities such

as sport leadership

- Verbal Communication/Presentation – creating and delivering information may be formal or informal, with a group or an individual

### **Post-16 progression**

You will develop knowledge, understanding and skills that you can apply to a range of approaches that are relevant to the workplace or higher education. You will be able to work with independence to create material which shows effective planning, development and evaluation, and an ability to demonstrate practical skills and qualities. You will develop the skills to produce work that is complete and coherent, demonstrating independence and understanding.

You will be able to:

- Recall, select and apply knowledge and understanding, using practical sporting examples
- Demonstrate knowledge and understanding of physical and psychological factors that affect performance as well as demonstrating your practical performance skills within two sporting activities
- Identify, plan and carry out a range of activities and exercises to prepare for, and recover from, sporting activities
- Demonstrate awareness of how to meet specific needs when developing and delivering different physical activity programmes
- Use technical language and terminology correctly
- Demonstrate evaluative skills. These skills will help you progress onto further study in the Exercise, Physical Activity, Sport and Health sector.

This may be Level 3 vocational qualifications, such as the Cambridge Technical in Sport and Physical Activity, AS or A-Levels, such as Physical Education, Psychology, Sociology, Sport or Media or an apprenticeship in Community activator coach, Leisure team members, Personal trainer or Outdoor activity instructor.

<b>Accreditation:</b> Equivalent to 1 GCSE	<b>Contact details:</b> Curriculum Area Leader: Miss E. Wellfair
<b>Full course title:</b>  Pearson BTEC Tech Award Level 1/2 in Sport	<a href="mailto:Ellie.wellfair@manchester-academy.org">Ellie.wellfair@manchester-academy.org</a>
<b>QAN:</b> 603/7068/3	<b>Subject Teacher:</b> Miss Wellfair

# OCR L1/L2 CNAT CERTIFICATE IN CHILD DEVELOPMENT

**Subject: OCR Cambridge National in Child Development**

**Level of Award: Level 1/2**



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## Course content

Students will complete 3 units delivered over 2 years.

1. **R057:** Health and well-being for child development (exam)
2. **R058:** Create a safe environment and understand the nutritional needs of children from birth to five years (c/work)
3. **R059:** Understand the development of a child from one to five years (c/work)

## Assessment model

Unit R057: Health and well-being for child development	
48 GLH 1 hour <u>15 minute</u> written examination 70 marks (80 UMS) OCR-set and marked Calculators are not required for this exam	This question paper consists of two sections, comprising short answer and extended response questions. <ul style="list-style-type: none"><li>• Section A: 40 marks. Questions will be set in a context. There will be one extended response question.</li><li>• Section B: 30 marks</li></ul>
Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years	
36 GLH OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated	This set assignment contains four practical tasks. It should take approximately 12-14 GLH to complete
Unit R059: Understand the development of a child from one to five years	
36 GLH OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated	This set assignment contains two practical tasks. It should take approximately 10-12 GLH to complete.

## Skills developed

The Cambridge Nationals in Child development encourages students to understand and apply the fundamental principles and concepts of Child Development to include health and well-being, creating a safe environment, the nutritional needs of children from birth to five years, and the development of children from one to five years. This course helps to develop learning and practical skills that can be applied to real-life contexts and work situations. This course also helps students to think creatively, innovatively, analytically, logically and critically whilst developing independence and confidence in using skills that would be relevant to the childcare sector and more widely.

**Post-16 progression Careers in Child development include the following:**

- Early years teacher
- Education consultant
- Education mental health practitioner
- Family support worker
- Health play specialist
- Learning mentor
- Play therapist
- Primary school teacher
- Special educational needs coordinator (SENCO)
- Special educational needs teacher
- Social worker
- Teaching assistant
- Youth worker
- Child psychotherapist
- Children's nurse
- Community development worker
- Counsellor
- Educational psychologist
- Speech and language therapist

<u>Accreditation</u>	<u>Contact details:</u>
<p><b>Full course title: J809 Cambridge National in Child Development</b></p> <p><b>QAN number: 603/7114/6</b></p>	<p><b>Curriculum Area Leader:</b> <b>Ms S Trivedi</b> <a href="mailto:shaila.trivedi@manchester-academy.org"><u>shaila.trivedi@manchester-academy.org</u></a></p>