

Faculty	ADT
Head of Faculty	Mr P Clark
HoF Email	pclark@airedaleacademy.com
Faculty Staff	Mr N Amos

Subject Name	Art
Periods per week	3
Core / Option	Option
Qualification	GCSE
Exam Board	Eduqas

Overview

In Year 11 students will specialise in an area of Art based on their interests and strengths from previous projects. This is their opportunity to creatively develop their own ideas and focus on an area of Art and Design to form a significant part of their portfolio.

Units Studied

Personal Study – Students will choose an area of study to develop and turn into an extended personal project. This project will cover all assessment objectives and form the core of their portfolio. Students will be guided by continuous assessment and tutorials aimed at developing their own ideas and building on their strengths.

Externally Set Assignment (10 Hour Art Exam) – This part of the course is set by the exam board and will involve students choosing a starting point from the exam paper and developing a project based on that theme. They will have a preparatory study period where they will develop their ideas in preparation for the exam followed by 10 hour period of sustained and focused work (the exam).

Assessment

Pupils will be continuously assessed throughout each project through questioning, formative assessment and peer assessment. At the end of each project students will achieve a final grade for that unit of study. Year 11 will also be assessed through a series of PPE's which will take place at regular intervals throughout the year.

Students will be assessed upon the following assessment criteria:

- AO1 Critical understanding
- AO2 Creative making
- AO3 Reflective recording
- AO4 Personal presentation

Course Weighting

Unit 1: Portfolio 60% of qualification: 120 marks

Unit 2: Externally Set Assignment 40% of qualification: 80 marks

Other Information

The Art Department is open after school on certain days for each year group to come and explore their ideas and develop their skills.

Faculty	ADT
Head of Faculty	Mr P Clark
HoF Email	pclark@airedaleacademy.com
Faculty Staff	H O'Neill

Subject Name	Hospitality & Catering
Periods per week	2
Core / Option	Option
Qualification	Eduqas Level 2 Award in Hospitality and Catering
Weblink	https://www.eduqas.co.uk/qualifications/hospitality-and-catering-level-1-2/

Overview

n/a

Units Studied

Unit 1

Hospitality and catering industry

You will focus on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.

Unit 2

Hospitality and catering in action

You will develop practical skills for planning, preparing, cooking and presenting nutritional dishes to meet specific client's needs.

Assessment

Your practical skills and knowledge will be assessed throughout in class. The final qualification assessments are as follows,

Unit 1

The Hospitality and catering industry

- is assessed through a written examination which;
- Is 90 minutes in length
- Is worth 40% of qualification

Unit 2

Hospitality and catering in action

- is assessed through a Non-examination assessment task (NEA)
- 9 hours will be allocated for this assessment
- It is worth 60% of qualification
- It will be marked as Level 1 Pass, Level 2 Pass, Merit or Distinction

Other Information

n/a

Faculty	ADT
Head of Faculty	Mr P Clark
HoF Email	pclark@airedaleacademy.com
Faculty Staff	P Clark & T Fulford

Subject Name	Engineering Design
Periods per week	2
Core / Option	Option
Qualification	OCR Cambridge National in Engineering Design
Weblink	https://www.ocr.org.uk/qualifications/cambridge-nationals/

Overview

n/a

Units Studied

This is comprised of 4 equal units, each 25% of the final grade.

R105 – Design Briefs, Specifications and User Requirements. Assessed by a 1hour exam at the end of year 11.

R106 – Product Disassembly – Assessed by controlled assessment (coursework),

R107 – Communication of Engineering Designs – Assessed by controlled assessment (coursework),

R108 – 3D Design Realisation – Assessed by controlled assessment (coursework).

All controlled assessment units involve some practical elements in addition the writing of portfolio and report.

Assessment

Pupils will be assessed through class based assessments of both written and practical aspects.

All controlled assessment units are marked internally and then moderated by the exam board. The final R105 external exam will take place at the end of Year 11 following a series of mock examinations through Y10 and Y11.

Other Information

Faculty	Business & ICT
Head of Faculty	Mr L Wharin
HoF Email	lwharin@airedaleacademy.com
Faculty Staff	L Wharin, S Wharin, C Eastwood & K Barker

Subject Name	GCSE Business Studies
Periods per week	2
Core / Option	Option
Qualification	Edexcel 9-1 GCSE Business Studies
Weblink	https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/GCSE_Business_Spec_2017.pdf

Overview

Throughout studying GCSE Business Studies, students apply knowledge and understanding to different business contexts. These include businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact business behavior, and themselves apply business concepts to familiar and unfamiliar contexts. The course also helps students apply knowledge and understanding of real life business scenarios and contexts to be able to apply these to the requirements of the course. Decision making and the ability to argue for and against are key skills that are developed on this course along with the ability to explain decisions and make judgements about a business' success. Students will look at all the core elements of business such as enterprise, market research skills, finance, marketing and operations.

Over the duration of the course students will get the opportunity to study both small businesses (including start-ups) and large multinational businesses which will give students a great understanding of the world around them in readiness for the next step after school. This course is a great starting point for any student looking to go into business or study business in more depth at college or university.

Units Studied

Theme 1: Investigating Small Business

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. Students must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. Students must understand how these interdependencies and relationships underpin business decisions.

Theme 1 comprises five topic areas:

- **Topic 1.1** *Enterprise and entrepreneurship* – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.
- **Topic 1.2** *Spotting a business opportunity* – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.
- **Topic 1.3** *Putting a business idea into practice* – this topic focuses on making a business

idea happen through identifying aims and objectives and concentrating on the financial aspects.

- **Topic 1.4** *Making the business effective* –students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.
- **Topic 1.5** *Understanding external influences on business* – students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.

Theme 2: Building a Business

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behavior and decisions

Theme 2 comprises of five topic areas:

- **Topic 2.1** *Growing the business* – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.
- **Topic 2.2** *Making marketing decisions* – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive market place.
- **Topic 2.3** *Making operational decisions* – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.
- **Topic 2.4** *Making financial decisions* – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.
- **Topic 2.5** *Making human resource decisions* – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.

Assessment

- **Theme 1 (Investigating Small Business)** is examined by written examination lasting 1 hour and 30 minutes. The paper consists of questions totalling 90 marks and is worth 50% of the qualification.
- **Theme 2 (Building a Business)** is examined by written examination last 1 hour and 30 minutes. The paper consists if questions totalling 90 marks and is worth 50% of the qualification.

Other Information

Faculty	Business & ICT
Head of Faculty	Mr L Wharin
HoF Email	lwharin@airedaleacademy.com
Faculty Staff	L Wharin, S Wharin, C Eastwood & K Barker

Subject Name	BTEC Enterprise
Periods per week	2
Core / Option	Option
Qualification	Edexcel BTEC Level 2 Tech Award in Enterprise
Weblink	https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/BTEC_L12_TechAwd_Enterprise_Spec_Iss3.pdf

Overview

This is a hands-on course that is made up of 2 pieces of coursework (formal reports) and an exam. Unit 1 combines extensive research into understanding two local successful businesses, and the setting up and running of your own business. The course provides the opportunity to develop your writing skills through the extensive report you will write for your first unit of coursework. Unit 2 will provide the opportunity to develop your communication and team working skills in the business you will set up and run as part of a team for the second unit of coursework. The final unit, the exam, requires you to apply a range of mathematical calculations to documents such as invoices to work out VAT and discounts so you should enjoy working with numbers if you choose this course. You will need to display a genuine interest in how businesses and entrepreneurs become successful, how they grow and the level of creativity and innovation required in order to be successful.

The skills you will need to have are:

- Interest in pursuing a career where you set up and run your own business
- Good social skills
- Willing to work with others and the community
- Organised and effective with time and work management
- Good at working independently at home and always completing independent study tasks on time
- Be prepared to share ideas with others

Units Studied

Component 1: Exploring Enterprises

In this component, you will have the opportunity to develop knowledge and understanding of the different types of enterprise and their ownership, looking at the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for levels of success. You will understand the importance of having a clear focus on the customer and the importance of meeting their needs. Enterprises can struggle if they do not carry out market research. It is important for you to develop relevant skills in market research and to analyse and be able to interpret your findings to support your understanding of customers and competitors. You will explore why enterprises are successful, looking at the impact of factors both inside and outside

the control of the enterprise, and investigate ways in which situational analysis can be used to support decision making. You will discover how success can be monitored in an SME.

- **Component 2: Planning for and Pitching an Enterprise Activity**

If you are going to succeed as an entrepreneur or as an innovator in business, you need to have great ideas and plan how you are going to put them into practice. Any enterprise needs to plan how it will succeed through working out how it can harness physical, financial and human resources – which means the skills that you and others bring. An entrepreneur will also have to pitch their ideas to an audience in order to secure funding. In this component, you will use the research knowledge gained from Component 1 to consider a number of ideas before developing a plan for a realistic micro-enterprise activity. You will have the opportunity to plan how best to set up the chosen enterprise and how to fund it. You will need to take responsibility for creating and then delivering a pitch for your developed idea to an audience using your knowledge of business, and demonstrating entrepreneurial characteristics, qualities and skills. In the final part of the component you will use feedback to review your plan and pitch for the micro-enterprise activity, reflecting on your plan, your pitch and the skills you demonstrated when pitching

- **Component 3: Promotion and Finance for Enterprise**

The performance of an enterprise can be affected by both internal and external factors. To monitor and improve an enterprise's performance, you need to be aware of the impact of these factors and the strategies you can use to make the most of opportunities and minimise any threats. In this component, you will assess and analyse financial information in an enterprise context to monitor the performance of an enterprise and strategies to improve its performance. You will investigate cash flow forecasts and statements, exploring the effects that positive and negative cash flow can have on an enterprise, and suggesting ways to improve them. You will consider the different elements of the promotional mix in order to be able to identify target markets and put forward strategies that enterprises can use to increase their success in the future.

Assessment

Component 1—Exploring Enterprises—30% coursework

Component 2—Running your own enterprise—30% coursework

Component 3 — Externally assessed exam (40%)

All coursework will be set with strict deadlines to meet. There is an opportunity to improve work only once, if your teacher thinks it will improve your grade. The exam will be in January/February of year 11 with a resit opportunity in June if required.

Other Information

Faculty	Performing Arts
Head of Faculty	Mr G Woodfine
HoF Email	gwoodfine@airedaleacademy.com
Faculty Staff	R Kelly

Subject Name	GCSE Dance
Periods per week	2
Core / Option	Option
Qualification	AQA GCSE Dance
Weblink	http://web.aqa.org.uk/qual/newgcse/art_dan_dra_mus/new/dance_overview2.php

Overview

The course promotes fitness, a healthy lifestyle, team working and creativity. It actively engages students in the process of dance in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

Units Studied

Component 1: Performance & Choreography

Performance = 30%

- Solo performance
- Duet/Trio performance

Choreography = 30%

- Solo or group choreography

Component 2: Dance Appreciation = 40%

- Knowledge & understanding of choreographic processes and performing skills.
- Critical appreciation of own work.
- Critical appreciation of professional works.

Assessment

Assessment to be completed in Year 11.

External exam 1 hour 30 mins 'written paper' and controlled 'practical' assignments.

Greater focus on practical work with 60% of the total marks for performance and choreography and the written exam 40%.

Other Information

- Lots of extra curriculum activities on offer.
 - Opportunities for live performances and theatre trips.
 - Whole school productions and visitor workshops.
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Faculty	Performing Arts
Head of Faculty	Mr G Woodfine
HoF Email	gwoodfine@airedaleacademy.com
Department Staff	J Boner

Subject Name	BTEC Performing Arts
Periods per week	2
Core / Option	Option
Qualification	BTEC Level 2 First Award in Performing Arts (Acting)
Weblink	https://qualifications.pearson.com/en/qualifications/btec-firsts/performing-arts-2012-nqf.html

Overview

This vocational course develops knowledge of Drama through practical exploration of the skills necessary and the industry requirements. The course is made up of three components: two that are internally assessed and one that's externally assessed. Our three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

Units Studied

Component 1 Exploring the Performing Arts

During Component 1, your students will:

- explore performance styles, creative intentions and purpose
- investigate how practitioners create and influence what's performed
- discover performance roles, skills, techniques and processes.

Internally assessed assignments.

- 30% of the total course.

Component 2 Developing Skills and Techniques in the Performing Arts

During Component 2, your students will:

- take part in workshops, classes and rehearsals
- gain physical, interpretative, vocal and rehearsal skills
- apply these skills in performance
- reflect on their progress, their performance and how they could improve. Internally assessed assignments.

Internally assessed assignments.

- 30% of the total course

Component 3 Performing to a Brief

To achieve this aim, your students will:

- use the brief and previous learnings to come up with ideas
- build on their skills in classes, workshops and rehearsals
- review the process using an ideas and skills log
- perform a piece to their chosen audience
- reflect on their performance in an evaluation report.

Externally assessed task. Apply • 40% of the total course Assessment

Assessment

- All practical work is assessed internally in either live or recorded performance.
- The application letter is completed as a controlled assessment.

Other Information

Extra- curricular activities including Showcase Performances to a live audience to enrich development and learning. Opportunities for live performances and theatre trips.

Faculty	Performing Arts
Head of Faculty	Mr G Woodfine
HoF Email	gwoodfine@airedaleacademy.com
Faculty Staff	J Boner

Subject Name	GCSE Drama
Periods per week	2
Core / Option	Option
Qualification	Edexcel GCSE Drama
Weblink	http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/UG030946_GCSE

Overview

Drama is a practical based course, focusing on the performance skills which students will need in order to progress in this subject area. Students have now entered their KS4 options study. All work completed is designed to give students experience of each unit they will study for their actual GCSE examinations in year 10 and 11.

Units Studied

Component One: Devising 40% of qualification

Content

Students explore stimuli in a group, developing ideas, rehearsing and refining these to create a devised piece of theatre for an assessed performance. The stimuli are a free choice for centres. Students record the creation and development process of this group performance in a portfolio and evaluate their contribution to the process and the performance.

Assessment

Participation in group-devised performance as a performer or designer. Individual portfolio.

Component Two: Performance from text 20% of qualification

Content

Students explore two extracts from one play text, this text must be from a contrasting time period to their Component 3 set text. It must also be by a different playwright and a different genre. They create a performance from the text, rehearsing and refining their performance/ design realisations for an assessed performance.

Assessment

Performance in realisation for two key extracts from a performance text. Each of the extract performances is assessed independently. Students participate as a performer and may submit a monologue, duologue or group piece for each extract

Component Three: Theatre Makers in Practice 40% of qualification

Content

Students practically explore a chosen set text. This can come from either List A (pre-1954)

or List B (post- 2000). Students are audience members for a live performance. They make and refine notes on the performance. They practice responding to questions for both sections in examination conditions.

Assessment

Written examination:

Section A – Bringing texts to life

Section B – Live theatre evaluation (students can take in 500 words of notes)

Other Information

Students will be expected to attend one after school rehearsal per week as their exam approaches.

The specification requires each student to attend at least one live theatre performance as part of their study. This will be in the form of an external visit and costs approximately £25.

Faculty	English
Head of Faculty	Miss A Blaikie
HoF Email	ablaikie@airedaleacademy.com
Faculty Staff	A Blaikie, J Richmond, G Skyner, K Wilson, S Heath, N Ennis, F Galtrey, S Lowe, J Wilson and K Sissons

Subject Name	English Literature
Periods per week	2
Core / Option	Core
Qualification	GCSE English Literature
Weblink	https://www.eduqas.co.uk/qualifications/english-literature-gcse/#tab_overview

Overview

Year 11 students will be rigorously prepared for their GCSE exams in both Literature and Language, instilling confidence and deeper level understanding of the skills and knowledge needed for the two exams. Students have separate English Language and Literature teachers, with specific focus given to the exam specification for both subjects.

Units Studied

Autumn Term 1 – ‘Macbeth’

Students will read, analyse and discuss this Shakespeare play, exploring character, key events, themes and motives within the text. Solid understanding of the plot is needed for the Literature exam and students will probe the text as a class, groups, pairs and individually to strengthen their understanding of this text. Regular opportunities will be given to analyse and explore the text through written analysis as well as speaking and listening opportunities for discussion.

Autumn Term 2 – ‘A Christmas Carol’

This scheme gives students the opportunity to explore and develop comprehension and analysis of a GCSE Literature text. Students will engage in a revisit of character, plot, themes and motives will be completed through discussion, individual, paired and group work activities. Solid understanding of the text and plot is needed in preparation for the GCSE examination and exploration of key quotations will be completed within lessons. Students will have the opportunity to stretch understanding of key themes especially the social impact of Dickens’ famous novel.

Spring Term 1 – ‘An Inspector Calls’

Students will read, analyse and discuss this Shakespeare play, exploring character, key events, themes and motives within the text. Solid understanding of the plot is needed for the Literature exam and students will probe the text as a class, groups, pairs and individually to strengthen their understanding of this text. Regular opportunities will be given to analyse and explore the text through written analysis as well as speaking and listening opportunities for discussion.

Spring Term 2 – Unseen Poetry

Students will explore a range of unseen poetry. The focus of this should be comparisons between a range of poems within planning and analysing a range of poetry. Students will be expected to complete independent learning and practise writing exams style essays.

Summer Term 1 – Cycles of Revision

This term will allow class teachers to identify individual needs students and classes based on knowledge of ability and attainment, PPE results and in-class work. Students will be individually targeted with specific intervention and support across all of the Literature GCSE specification, including: A Christmas Carol; Macbeth; An Inspector Calls; poetry anthology; and unseen poetry.

Assessment

Students will be assessed formatively throughout schemes through the use of questioning, a range of tasks and regular marking of books using the two week department policy.

Across the year, students will be assessed using a formal mock modelled on an exam specification paper. This will include both Literature and Language GCSE specifications which will be assessed and moderated in department, with external verification used to ensure marking is accurate. These grades will be communicated to parents formally.

Other Information

Faculty	English
Head of Faculty	Miss A Blaikie
HoF Email	ablaikie@airedaleacademy.com
Faculty Staff	A Blaikie, J Richmond, G Skyner, K Wilson, S Heath, N Ennis, F Galtrey, S Lowe, J Wilson and K Sissons

Subject Name	GCSE English Language
Periods per week	3
Core / Option	Core
Qualification	GCSE English Language
Weblink	https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab_overview

Overview

Year 11 students will be rigorously prepared for their GCSE exams in both Literature and Language, instilling confidence and deeper level understanding of the skills and knowledge needed for the two exams. Students have separate English Language and Literature teachers, with specific focus given to the exam specification for both subjects.

Units Studied

Autumn Term 1 and Spring Term 1 – Component 1

This scheme allows students to develop their understanding and application of narrative writing skills. This includes reading and analysing example narratives and having the opportunity to craft and redraft narratives for a range of different focus questions. The focus on this scheme is on both the content and organisation as a text as well as the spelling, punctuation and grammar to ensure that the narratives are both original and accurate. This scheme will provide students with the opportunity to recap their understanding of the skills required to answer the questions on the Component 1 exam. Students should be familiar with answering all question types on this exam and develop their time management to ensure that all questions are answered.

Autumn Term 2 and Spring Term 2 – Component 2

This scheme focuses explicitly on the transactional writing required in the Component 2 exam. These text types are as follows: formal letter writing; informal letter writing; speech; article; leaflet; report; review. Prior knowledge of these text types will come from lessons in earlier years and units: this topic focuses on personal, specific and targeted support for students to ensure they individually identify and make progress against their personal targets. An explicit focus will be given both to content and accuracy of spelling, grammar and punctuation to ensure students are confident and competent in this section of the exam. Preparing students for the demands of the reading analysis needed for non-fiction texts from 19th and 21st century, extracts will be studied and compared as well as full papers. This scheme allows students to analyse and apply reading analysis skills, deepening understanding and application of the skills needed in the exams. Explicit exam type questions will be practised and assessed throughout the scheme to provide regular and individual feedback to students.

Summer Term 1 – Cycles of Revision of Language Exams

This term will allow class teachers to identify individual needs students and classes based on knowledge of ability and attainment, PPE results and in-class work. Students will be individually targeted with specific intervention and support across all of the Language GCSE specification, including: Reading comprehension for both fiction and non-fiction; narrative writing; and transactional writing.

Assessment

Students will be assessed formatively throughout schemes through the use of questioning, a range of tasks and regular marking of books using the two week department policy.

Across the year, students will be assessed using a formal mock modelled on an exam specification paper. This will include both Literature and Language GCSE specifications which will be assessed and moderated in department, with external verification used to ensure marking is accurate. These grades will be communicated to parents formally.

Other Information

Department	Enrichment
Head of Department	Mrs S Chambers
HoD Email	schambers@airedaleacademy.com
Department Staff	Various

Subject Name	Enrichment
Periods per week	2
Core / Option	Core
Qualification	None
Weblink	N/A

Overview

The aim of Enrichment is to allow students learning opportunities and activities that engage them in developing essential knowledge, skills, values, and relationships as a vehicle for inspiring learning and encouraging

Units Studied

All activities are linked to academic standards and are creative, exciting, fun, engaging and relevant. The enrichment programming will hold pupils attention, awaken imagination, and inspire the desire for broader learning. The specific activities vary from year group to year group.

Assessment

Pupils will be assessed through written prices and photographic evidence of meeting their success criterion.

Other Information

Faculty	Humanities
Head of Faculty	Mrs K Causier
HoF Email	kcausier@airedaleacademy.com
Faculty Staff	K Causier, S Chambers & S Le Gall

Subject Name	French
Periods per week	2
Core / Option	Option
Qualification	AQA GCSE French
Weblink	http://www.aqa.org.uk/subjects/languages/gcse/french-8658

Overview

The GCSE will cover 4 skill areas of Listening, Speaking, Reading and Writing. Each of the skill areas will be examined in a final linear exam. Each skill is worth 25% and students will take Foundation or Higher level.

Units Studied

Core content

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Assessment

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Students are encouraged to invest in the following revision booklet located at:

<https://www.amazon.co.uk/GCSE-French-AQA-Revision-Guide/dp/1847622852>

Other Information

Faculty	Humanities
Head of Faculty	Mrs K Causier
HoF Email	kcausier@airedaleacademy.com
Faculty Staff	R Duddridge, K Elliot & O Robinson

Subject Name	Geography
Periods per week	2
Core / Option	Core
Qualification	AQA GCSE Geography
Weblink	www.aqa.org.uk/GeogA

Overview

What will I study?

Over the three year GCSE course you will cover lots of interesting topics.

Living with the physical environment

Discover more about the challenge of natural hazards and the living world, physical landscapes of the United Kingdom and human interaction with them. This unit develops an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments. It provides you with the knowledge about the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. You will develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Units Studied

Changing Economic World

Looking at the economic growth of a range of countries and what factors impact upon the growth and development.

Synoptic Paper

Analysing the pre-release material, and practicing potential exam questions.

Exam Skills

Development of a range of map skills from coordinates to basic map skills using data sets.

- Volcanoes are hazards resulting from tectonic activity. Their primary and secondary effects are positive as well as negative. Responses change in the aftermath of an eruption.
- Super volcanoes are on a much bigger scale than other volcanoes and an eruption would have global consequences.

- Earthquakes occur at constructive, destructive and conservative plate margins.
- The effects of earthquakes and responses to them differ due to contrasts in levels of wealth.
- Tsunamis are a specific secondary effect and can have devastating effects in coastal areas.

Local Fieldwork Investigation

This controlled assessment requires candidates to use fieldwork to investigate one question or hypothesis at a local scale. Primary data collection must take place within the investigation. Candidates will submit an extended piece of work prepared under controlled conditions.

Assessment

You'll have three written exams. Papers 1 and 2 are 1 hour 30 minutes long and together, they contribute to 70% of your final mark. Paper 3 is 1 hour 15 minutes and contributes to the final 30% of your GCSE grade.

Other Information

Where will GCSE Geography take you?

In GCSE Geography you will learn how today's world was shaped and understand the challenges we face in the future. You'll also examine the Earth's natural resources and the increasing battles between the man-made and natural world. This knowledge, paired with your essential curiosity, will give you the sought-after transferable skills for success in further education and the workplace.

Faculty	PE, Health & Wellbeing
Head of Faculty	Mr R Singleton
HoF Email	rsingleton@airedaleacademy.com
Faculty Staff	C Shilito

Subject Name	BTEC Health and Social Care
Periods per week	2
Core / Option	Option
Qualification	BTEC Level 2 Diploma in Health and Social Care
Weblink	http://www.edexcel.com/quals/firsts/hsc/Pages/default.aspx

Overview

This course is aimed at anyone who has an interest in working with people of all ages, in one of the many caring professions. The course will prepare students for the different types of jobs within the health and social care sector and for study at a higher level.

This course will appeal to you if you:

- Have a keen interest in Health and Social services and how they operate.
- Enjoy studying a subject that is relevant to your life and experiences.

You will follow a programme of study that enables progression to further courses and employment in the health and care services, and have the opportunity to develop key skills which are highly valued by employers and further education providers.

Units Studied

Unit 1 – Communication in Health and Social Care

The aim of this unit is to enable students to gain the knowledge, understanding and practical skills they need to be able to communicate effectively within a health and social care environment. Throughout this unit students will investigate and learn about different forms of communication, understand barriers to communication and be able to communicate effectively.

Unit 2 – Individual Rights in Health and Social Care

In this unit students gain a knowledge and understanding of the issues that need to be considered when working in health and social care environments within a multicultural society. Students will investigate the many factors that contribute to a diverse and equal society and the principles and values which underpin the support given to individuals.

Unit 3 – Ensuring safe environments in Health and Social Care

The aim of this unit is to enable students to explore the knowledge and skills related to health and safety issues, including legislation in health and social care environments, risk assessment and the actions that are necessary to minimise potential hazards and risks.

Unit 4 – Health and Social Care Services

The aim of this unit is to enable students to gain knowledge and understanding of how health and social care services are provided and develop an insight into government policies which underpin service delivery.

Assessment

This course is entirely coursework focused and students receive regular feedback on their progress. The work is then internally and externally verified. Students can achieve grade pass, merit, distinction or distinction*

Other Information

Controlled assessment must be completed independently, though students will be given support and preparation time in class. Catch-up sessions are available after school for students who have missed lesson time and need to complete assignments.

At the end of the course with further training or study, you can go into a career such as nursing, social work or Early Years Management.

Faculty	Humanities
Head of Faculty	Mrs K Causier
HoF Email	kcausier@airedaleacademy.com
Faculty Staff	L Snaith, H Tordoff and C Hannam

Subject Name	GCSE History
Periods per week	2
Core / Option	Core
Qualification	Edexcel GCSE History
Weblink	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html

Overview

History sparks pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past. Pupils find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies.

Units Studied

Term One:

Superpower Relations and the Cold War 1941-1991

- USA vs USSR
- Hungary, 1956
- Space Race
- Berlin Wall, 1961
- Cuban Missile Crisis, 1962
- Prague Spring, 1968
- SALT

Term Two:

Superpower Relations and the Cold War 1941-1991

- Collapse

Revision

Term Three:

Revision

GCSE Exams

Throughout the three terms students are able to develop their source analysis and analytical skills through a variety of activities. They explore criteria for making judgements about the historical significance of events, people and changes. They investigate historical problems and issues, asking and beginning to refine their own questions.

Assessment

Students will be assessed on a termly basis using a combination of end of unit tests and assessed pieces of writing. Students will be assessed on their historical knowledge and ability to interpret, analyse and evaluate historical evidence.

They will be assessed in accordance with the Edexcel exam questions.

Final Assessments to be taken in Year 11:

Paper 1 – Medicine Through Time and WWI medical depth study = 30% of overall GCSE

Paper 2 – Early Elizabethan England, 1558-1588; Superpower Relations and the Cold War 1941-1991 = 40% of overall GCSE

Paper 3 – Weimar and Nazi Germany, 1918 – 1939 = 30% of overall GCSE

Other Information

Faculty	Business & ICT
Head of Faculty	Mr L Wharin
HoF Email	lwharin@airedaleacademy.com
Faculty Staff	L Robinson & S Dakin

Subject Name	BTEC Media
Periods per week	2
Core / Option	Option
Qualification	BTEC TECH Creative Digital Media Production
Weblink	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production.html

Overview

BTEC Creative Digital Media Production allows students to acquire technical knowledge and technical skills through vocational contexts by applying the learned knowledge and processes related to investigating, exploring and creating media products as part of their Key Stage 4 learning. The qualification recognizes the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

Units Studied

Component 1: Exploring Media Products

Students develop their understanding of how media products create meaning for their audiences. Learners will examine existing products and explore media production techniques.

Component 2: Developing Digital Media Production Skills

Students develop skills and techniques in media production processes by reworking media products from one, or all, of the following sectors: audio/moving image, publishing, interactive design.

Component 3: Create a Media Product in Response to a Brief

Students apply and develop their planning and production skills and techniques to create a media product in response to a client brief.

Assessment

Component 1: Internally assessed coursework

Component 2: Internally assessed coursework

Component 3: External exam

Other Information

Faculty	Maths
Head of Faculty	Mrs L Thompson
HoF Email	lthompson@airedaleacademy.com
Faculty Staff	L Thompson, S Moore, S Kemp, M Arbon, M Robinson, L Greaves, M Aramburu, K Durant, J Hough and H Rotherforth

Subject Name	GCSE Maths
Periods per week	4
Core / Option	Core
Qualification	GCSE Maths
Weblink	https://www.ocr.org.uk/qualifications/gcse/mathematics-j560-from-2015/

Overview

During year 11 pupils will revisit mathematics from the areas of number; algebra; geometry and measures; statistics; probability and be taught method selection and problem solving which involves any concept. Students will also focus on developing their examination technique.

Units Studied

Teachers create bespoke plans each half term based on the needs of the students in their groups.

Assessment

In quizzes students are expected to demonstrate their learning from all of the units that have been delivered since the last quiz took place.

Students are expected to take PRIDE in their work. We will expect to see:

- Underlined learning objective and date
- Worked examples with any additional notes
- Numbered questions
- Clear method with all workings out shown
- Students marking work and responding to feedback in purple pen

Homework will be set on www.hegartymaths.com and students who wish to undertake further independent study use this platform for that too. Students having issues accessing HegartyMaths should speak to their maths teacher.

Other Information

Students should come to lesson equipped with: black/blue pen, purple pen, pencil, ruler, and a scientific calculator (we recommend the Casio fx83-GTX).

Faculty	Performing Arts
Head of Faculty	Mr G Woodfine
HoF Email	gwoodfine@airedaleacademy.com
Faculty Staff	G Woodfine

Subject Name	BTEC Music Practise
Periods per week	2
Core / Option	Option
Qualification	BTEC Music
Weblink	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice.html

Overview

Airedale Academy music department aims to broaden students cultural capital through high quality learning experiences within classroom based lessons, peripatetic lessons and extra-curricular.

Our intent is to ensure every student has the opportunity to perform, compose, listen to and appraise a wide range of music. All aspects of the curriculum broadens our students' emotional and multicultural awareness through world and local music topics.

The curriculum allows both students with prior knowledge and those that have none to progress due to heavily differentiated resources and excellent teacher subject knowledge.

Units Studied

Component 1: Exploring Music Products

Through a series of workshops and practical tasks you will create a portfolio exploring a variety of styles and genres of popular music (such as disco, punk, reggae, Motown, Britpop, RnB, Rock), world music, music for film and games, western classical styles and blues.

Component 2: Music Skills Development

You will specialize in two different areas out of these three: Music Performance, Creating Original Music (song writing / composing) and Music Production (using computer software to produce music).

Component 3: Responding to a Commercial Music Brief

You will focus on a particular area of the music industry that excites and appeals to you and respond to a commercial music brief as a composer, performer or producer.

Assessment

Other Information

This course will appeal to you if you:

- Are interested in learning about lots of different types of music
- Enjoy performing, composing and listening to music
- Like to use technology to compose music
- Willing to learn how to research and analyse music, musical scores and learn new musical terminology.

- Have a passion for music and a will to practice weekly.
-

Faculty	Performing Arts
Head of Faculty	Mr G Woodfine
HoF Email	gwoodfine@airedaleacademy.com
Faculty Staff	T Bell & R Nickerson

Subject Name	Musical Theatre
Periods per week	2
Core / Option	Option
Qualification	BTEC Level 2 Tech Award in Performing Arts (Musical Theatre)
Weblink	http://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017/teaching-and-learning/First-Look_Guide_BTEC_Tech_Award_in_Performing_Arts.pdf

Overview

This vocational course develops knowledge of Musical Theatre through **practical exploration** of the skills necessary and the industry requirements. The course is made up of three components: two that are internally assessed and one that's externally assessed.

Our three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

Units Studied

- **Component 1) Exploring the Performing Arts**
During Component 1, your students will:
 - explore performance styles, creative intentions and purpose
 - investigate how practitioners create and influence what's performed
 - discover performance roles, skills, techniques and processes. Internally assessed assignments. **Explore** • 30% of the total course.
- **Component 2) Developing Skills and Techniques in the Performing Arts**
During Component 2, your students will:
 - take part in workshops, classes and rehearsals
 - gain physical, interpretative, vocal and rehearsal skills
 - apply these skills in performance
 - reflect on their progress, their performance and how they could improve. Internally assessed assignments. **Develop** • 30% of the total course
- **Component 3) Performing to a Brief**
To achieve this aim, your students will:
 - use the brief and previous learnings to come up with ideas
 - build on their skills in classes, workshops and rehearsals
 - review the process using an ideas and skills log
 - perform a piece to their chosen audience
 - reflect on their performance in an evaluation report. Externally assessed task. **Apply** • 40% of the total course

Assessment

- Practical Performance of Skills and Techniques in Dance, Singing and Acting. (Internal Assessment)
- Exploring the Arts Industry. (Internal Assessment)

- Devising, Performing and Reviewing from a set brief. (Externally Examined)

Other information

- Extra- curricular activities including Showcase Performances to a live audience to enrich development and learning.
- Opportunities for live performances and theatre trips.
- Productions and opportunities to work with the 6th form, 'The Cast' as role models

Faculty	PE, Health & Wellbeing
Head of Faculty	Mr R Singleton
HoF Email	rsingleton@airedaleacademy.com
Faculty Staff	K Ball, R Singleton, E Phelan, M Dye, E Harrap and D Lowe

Subject Name	BTEC Sport
Periods per week	2
Core / Option	Option
Qualification	BTEC First in Sport
Weblink	http://www.edexcel.com/quals/firsts10/sport/Pages/default.aspx

Overview

The BTEC First in Sport qualification is very demanding with an average of 70% of the teaching time being spent in the classroom. Throughout the course students will develop both their theoretical and practical understanding of sport as well as enhancing their independent learning skills, time management, group work skills, communication, ICT skills and literacy skills.

Students will have the opportunity to take part in a range of sporting activities which are closely related to the assignments that they will be completing. Students will be expected to adapt to different roles within the sporting industry such as coaches, sports leaders, analysts and much more. The variety of activities covered with the course will enable students to gain a clear insight into possible future education and employment pathways available to them in the sports industry.

Units Studied

The BTEC First In Sport qualification covers a wide range of topics. Students will develop their knowledge in the following areas:

- Unit 1: Fitness for Sport and Exercise Students will learn about a range of fitness tests used to measure an athlete's sporting prowess. They will be expected to take part and conduct these tests alongside their classmates.
- Unit 2 Practical Sport: Students will analyse the tactics, skills, rules and techniques used in a selected team and individual sport. They will be expected to take part in practical sessions linked to their assignment.
- Unit 5 Training for personal Fitness Students will produce an individual training programme which is linked to their specific requirements. They will be expected to design and take part in practical sessions linked to their PEP.
- Unit 6 Leading Sport Activities Students will develop their knowledge and understanding of how to lead sports sessions They will deliver skills sessions to groups of students and take ownership of running a sports session.

Assessment

Assessment is completed through 75% coursework. Each individual module is assessed at a Pass, Merit or Distinction level. Accumulative scores from all modules will determine the overall grade. Students will also have to complete a multiple choice exam worth 25% of overall grade.

Other Information

Faculty	PE, Health & Wellbeing
Head of Faculty	Mr R Singleton
HoF Email	rsingleton@airedaleacademy.com
Faculty Staff	K Ball, R Singleton, E Phelan, M Dye, E Harrap and D Lowe

Subject Name	GCSE PE
Periods per week	2
Core / Option	Option
Qualification	Edexcel GCSE Physical Education
Weblink	https://qualifications.pearson.com/en/.../edexcel-gcses/physical-education-

Overview

GCSE PE will appeal to you if you're active and want to study a course which is physically and academically challenging. It is ideal for students who have a keen interest in sport in and out of school and see PE and sport as part of their future careers.

Units Studied

Students will receive a well-rounded and full introduction to the world of PE, sport and sport science by developing an understanding of how the mind and body works in relation to performance in physical activity. Students will learn;

Anatomy and physiology – the key body systems and how they impact on health, fitness and performance

Physical training – the principles of training and training methods

Health, fitness and well-being – the benefits of participating in physical activity and sport

Movement analysis – the basic principles of movement and biomechanics

Sports Psychology – the psychological factors that can affect performance

Socio-cultural influences – the socio-cultural factors that impact on physical activity and sport and the impact of sport on society

Develop their knowledge and practical skills in a variety of physical activities.

Assessment

The course assessment is divided into 4 sections:

1. Written examination – Fitness and Body Systems, 1 hour 45 minutes, 36% of the qualification
2. Written examination – Health and Performance, 1 hour and 15 minutes, 24% of the qualification
3. Practical Performance – One team, one individual and one other activity, 30% of the qualification
4. Personal Exercise Programme – Controlled assessment coursework, 10% of the qualification

Other Information

MUST be able to participate in 3 sports to a high level

Be motivated to participate in both theory and practical lessons.

Be committed to extra-curricular activities and teams and show a willingness to attend after school revision and catch up sessions.

Be organised when participating in practical lessons by bringing full Airedale Academy PE kit

Faculty	PE, Health & Wellbeing
Head of Faculty	Mr R Singleton
HoF Email	rsingleton@airedaleacademy.com
Faculty Staff	K Ball, R Singleton, E Phelan, M Dye, E Harrap and D Lowe

Subject Name	PE
Periods per week	2
Core / Option	Core

Overview

The Physical Education curriculum at Airedale Academy enables all pupils to enjoy and succeed in many kinds of physical activity. Students will develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. They will develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Physical Education helps students to discover what they like to do and what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

Units Studied

Students are encouraged to take on different roles and responsibilities, including leadership, coaching and officiating. Lessons are taught through game orientated activities to develop students' tactical ability and knowledge of rules. Lessons explore exciting new sports from around the world and give students the opportunity to enhance their engagement with the new concepts, processes and techniques.

Sporting areas including;

- Invasion games - football, rugby, netball, basketball, tchoukball, handball, american football, unihockey
- Net and wall activities – badminton, table tennis, tennis, volleyball
- Striking and fielding sports – rounders, baseball, table tennis, cricket
- Physical Challenge – athletics, orienteering
- Artistic performance– trampolining, gymnastics
- Health and Fitness – circuits, weights, fitness suite, cross country, method of training, bikes

Assessment

Assessment is frequent throughout lessons in the form of Q&A and through performance. At the end of each unit, students are given the opportunity to demonstrate their overall skills and capabilities in that activity. Attitude to learning grades are also given to students in line with the school policy.

Other Information

Extra-curricular activities provide great opportunities for students to participate in an Airedale Academy team. A varied extra-curricular programme allows different opportunities for students to become involved in physical activity with the option of specific coaching to improve performance and maintain participation. Enrichment opportunities such as educational trips, Inter-School sporting events and coaching courses are also offered. Airedale Academy is proud to have a designed a comfortable and smart PE kit that students wear with pride in all lessons.

Faculty	Science
Head of Faculty	Mr S Miller
HoF Email	smiller@airedaleacademy.com
Faculty Staff	S Miller, M Sanderson, M Matthewman, J Milner, A Howse, T Wadsworth, J Halman, E Walker, D Cox

Subject Name	Entry Level Science
Periods per week	5
Core / Option	Core

Overview

Students study 6 components and will be awarded level 1, 2 or 3 for either Single or Dual Award Entry Level Certificate.

Units Studied

The six components meet the Programme of Study Key Stage 4 requirements.

Biology

1. Component 1- Biology: The human body
2. Component 2 - Biology: Environment, evolution and inheritance

Chemistry

3. Component 3 - Chemistry: Elements, mixtures and compounds
4. Component 4 - Chemistry: Chemistry in our world

Physics

5. Component 5 - Physics: Energy, forces and the structure of matter
6. Component 6 - Physics: Electricity, magnetism and waves

Assessment

For each component students will complete:

- one 'response time' – which will include feedback provided using the whole class feedback proforma. Students will be expected to response to feedback provided using DOT marking.
- one 'Teacher-Devised Assessment'
- one 'Externally-Set Assignment'

Homework is set weekly using Educake and will consist of approximately 9-15 questions.

In addition, students will also undertake written papers in line with the academy's assessment calendar.

Other Information

The department holds regular revision sessions after school. Ask your teacher for more information.

Faculty	Science
Head of Faculty	Mr S Miller
HoF e-mail	smiller@airedaleacademy.com
Faculty staff	S Miller, M Sanderson, M Matthewman, J Milner, A Howse, T Wadsworth, J Halman, E Walker, D Cox

Subject Name	GCSE Combined Science (Trilogy)
Periods per week	5
Core / Option	Core
Qualification	AQA GCSE in Combined Science: Trilogy
Weblink	http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464

Overview

Students will gain 2 GCSEs through this route. The course is made up of 24 units covering the key concepts in Biology, Chemistry and Physics.

Units Studied

Biology Topics

1: Cell biology

In this topic, students will learn about: eukaryotes and prokaryotes, animal and plants cells, cell specialisation, cell differentiation, microscopy, chromosomes, mitosis and the cell cycle, stem cells, diffusion, osmosis and active transport.

2: Organisation

In this topic, students will learn about: organisational hierarchy, the human digestive system, the heart and blood vessels, blood, coronary heart disease: a non-communicable disease, health issues, the effect of lifestyle on some non-communicable diseases, cancer, plant tissues and organs and plant organ systems.

3: Infection and response

In this topic, students will learn about: communicable diseases, viral diseases, bacterial diseases, fungal diseases, protist diseases, human defence systems, vaccinations, antibiotics and painkillers, discovery and development of drugs.

4: Bioenergetics

In this topic, students will learn about: the photosynthetic reaction, rates of photosynthesis, uses of glucose from photosynthesis, aerobic and anaerobic respiration, response to exercise and metabolism.

5: Homeostasis and response

In this topic, students will learn about: the structure and function of the nervous system, the human endocrine system, controlling blood glucose concentration, maintaining water and nitrogen balance in the body, hormones in human reproduction and contraception

6: Inheritance, variation and evolution

In this topic, students will learn about: sexual and asexual reproduction, meiosis, DNA and the genome, genetic inheritance, inherited disorders, sex determination, variation, evolution, selective breeding, genetic engineering, evidence of evolution, fossils, extinction, resistant bacteria and classification.

7: Ecology

In this topic, students will learn about: communities, abiotic factors, biotic factors, adaptations, levels of organisation, how material are cycled, biodiversity, waste management, land use, deforestation, global warming and maintaining biodiversity

8: Key ideas in Biology

The complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas in biology. These key ideas are of universal application, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment.

Chemistry Topics

9: Atomic structure and the periodic table

In this topic, students will learn about: atoms, elements and compounds, mixtures, scientific models of the atom, relative electrical charges of subatomic particles, size and mass of atoms, electronic structure, the periodic table, development of the periodic table, metals and non-metals, group 0, group 1 and group 7 elements.

10: Bonding, structure and the properties of matter

In this topic, students will learn about: chemical bonds, ionic bonding, ionic compounds, covalent bonding, metallic bonding, the three states of matter, the state symbols, properties of ionic compounds, polymers, giant covalent structures, properties of metals and alloys, metals as conductors, diamond, graphite, graphene and fullerenes.

11: Quantitative chemistry

In this topic, students will learn about: conservation of mass and balanced chemical equations, relative formula mass, mass changes when a reactant or product is a gas, moles, amounts of

substances in equations, uses moles to balance equations, limiting reactants and concentration of solutions.

12: Chemical changes

In this topic, students will learn about: metal oxides, the reactivity series, extraction of metals and reduction, oxidation and reduction in terms of electrons, reactions of acids with metals, neutralisation of acids and salt production, soluble salts, the pH scale and neutralisation, strong and weak acids, the process of electrolysis, electrolysis of molten ionic compounds, using electrolysis to extract metals, electrolysis of aqueous solutions and representation of reactions at electrodes as half equations.

13: Energy changes

In this topic, students will learn about: energy transfer during exothermic and endothermic reactions, reaction profiles and the energy change of reactions.

14: The rate and extent of chemical change

In this topic, students will learn about: calculating rates of reactions, factors which affect the rates of chemical reactions, collision theory and activation energy, factors that increase the rate of reaction, catalysts, reversible reactions, energy changes and reversible reactions, equilibrium, and the effect of changing different conditions.

15: Organic chemistry

In this topic, students will learn about: crude oil, hydrocarbons and alkanes, fractional distillation and petrochemicals, properties of hydrocarbons, cracking and alkenes.

16: Chemical analysis

In this topic students will learn about: pure substances, formulations, chromatography, tests for hydrogen, oxygen, carbon dioxide and chlorine.

17: Chemistry of the atmosphere

In this topic, students will learn about: the proportions of different gases in the atmosphere, the Earth's early atmosphere, how oxygen increased, how carbon dioxide decreased, human activities which contribute to an increase in greenhouse gases in the atmosphere, global climate change, the carbon footprint and its reduction, atmosphere pollutants from fuels and properties and effects of atmospheric pollutants.

18: Using resources

In this topic, students will learn about: using the Earth's resources and sustainable development, portable water, waste water treatment, alternative methods of extracting metals, life cycle assessment and ways of reducing the use of resources.

19: Key ideas in Chemistry

The complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas in biology. These key ideas are of universal application, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment.

Physics Topics

20: Energy

In this topic, students will learn about: energy stores and systems, changes in energy, energy changes in systems, work, power, energy transfers in a system, efficiency and national and global energy resources.

21: Electricity

In this topic, students will learn about: standard circuit diagram symbols, electrical charge and current, current, resistance and potential difference, resistors, direct and alternating current, mains electricity, power, energy transfers in everyday appliances and the National Grid

22: Particle model of matter

In this topic, students will learn about: density of materials, changes of state, internal energy, temperature changes in a system and specific heat capacity, changes of heat and specific latent heat and particle motion in gases

23: Atomic structure

In this topic, students will learn about: the structure of the atom, mass number, atomic number and isotopes, the development of the model of the atom, radioactive decay and nuclear decay, nuclear equations, half-lives and the random nature of radioactive decay and radioactive contamination.

24: Forces

In this topic, students will learn about: scalar and vector quantities, contact and non-contact forces, gravity, resultant forces, work done and energy transfer, forces and elasticity, describing motion along a line, forces, accelerations and Newton's Law of motion, forces and braking.

25: Waves

In this topic, students will learn about: transverse and longitudinal waves, properties of waves, type of electromagnetic waves, uses and applications of electromagnetic waves,

26: Magnetism and Electromagnetism

In this topic, students will learn about: poles of a magnet, magnetic fields, electromagnetism, Fleming's left-hand rule and electric motors.

27: Key ideas in Physics

The complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas in biology. These key ideas are of universal application, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment.

Assessments

For each topic, students will complete:

- one 'response time' – which will include feedback provided using the whole class feedback proforma. Students will be expected to respond to feedback provided using DOT marking.
- one multiple-choice, end of topic test

Homework is set weekly using Educake and will consist of approximately 9-15 questions.

In addition, students will also undertake written papers in line with the academy's assessment calendar.

For the external exams, the following applies:

6 assessments in Year 11, all 1hr 15 minutes each:

Biology Paper 1: Topics 1-4

Biology Paper 2: Topics 5-7

Chemistry Paper 1: Topics 8-12

Chemistry Paper 2: Topics 13-17

Physics Paper 1: Topics 18-23

Physics Paper 2: Topics 24-26

Students are also required to carry out 21 'required practicals', which will be examined in the two external tests.

This course is double weighted, so students will be graded on a seventeen-point scale, ranging from 1-1 (lowest) to 9-9 (highest)

Other Information

The department holds regular revision sessions after school. Ask your teacher for more information. A range of revision guides are on sale. See Mr Miller for more details.

Faculty	PE, Health & Wellbeing
Head of Faculty	Mr R Singleton
HoF Email	rsingleton@airedaleacademy.com
Faculty Staff	Various

Subject Name	Student Wellbeing
Subject Lead	Mrs J Coleyshaw
Subject Lead email	jcoleyshaw@airedaleacademy.com
Periods per week	Form Time
Core / Option	Core

Overview

Student Wellbeing allows students to develop their personal skills as well as their understanding of the wider world outside of school and how they can keep themselves safe from harm. It gives pupils the opportunity to learn about topics they would not learn about in conventional lessons within set lessons and also through guest speakers.

Units Studied

Student wellbeing is split into six different topics of learning each with a different teaching focus throughout the year pupils will look at risk and keeping themselves safe, finance and career pathways, sex and relationships, identity society and equality, citizenship and health and wellbeing. Within each of these areas pupils will do different activities including discussions, debates, group work and individual research tasks.

Assessment

Pupils will assess themselves at the beginning and the end of each of the topics of work against set knowledge based criteria, they will also reflect on their own learning throughout each unit of work to see how their attitudes, thoughts and opinions of different topics have changed.

Other Information
