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# Our aspirations for our students

Cumbria Education Trust

A curriculum exists for those it serves. If our Key Stage 4 curriculum is successful, it will allow our students when they leave us to "Be The Best They Can Be."

Our curriculum is underpinned by our values, and as such we seek to ensure our students show the following characteristics when they leave our institutions:

## Responsibility

They will understand their place in society, valuing their own contributions to social and economic activity and be always dedicated to lifelong learning and enjoyment of their endeavours.

Our students will be self-motivated to drive their own learning and fully understand the role they can play as citizens of their school, their local community and their world. Our learners understand the different needs of others and believe they can make a difference. Across our Trust we constantly seek to forge, sustain and deepen our relationships to provide the best we can for our students.

## Respect

British values underpin our beliefs and actions. Our students will be tolerant and respectful, taking care of others and valuing personal and shared resources. They will be understanding and reflective; being willing to reason and accept new people, new ideas and new challenges. They will make a meaningful contribution to their communities and families.

We all acknowledge people are good at different things and that we can all learn from each other. We show care for the

environment and have the highest expectations of our own behaviours in how we interact with people with different beliefs.

#### Resilience

They will understand and embrace challenges, be continual with effort in the face of adversity. As a result our students will develop their own self-esteem and self-respect enabling them to cope with challenge and to accept that personal growth comes from taking risks and experiencing failure. They will develop problem solving skills and self- help strategies to live a fulfilling and healthy life. They will be given opportunities across the curriculum to demonstrate perseverance, build aspirations for the future and experience challenge.

The Whitehaven Academy is proud to be part of Cumbria Education Trust, responsible for the education of more than 4,500 pupils and students across 13 schools and West Coast Sixth Form.



# Making the right choices with The Whitehaven Academy

This is an exciting time for our Year 9 students to be choosing their GCSEs. With a greatly strengthened staff team and specialist subject leaders who have developed a Key Stage 4 curriculum that challenges all, we have now moved into our state of the art facilities. The students of TWA will benefit from the ideal learning environment and be able to select from an even wider range of courses.

What matters now is picking the right learning pathway for success in 2025. This booklet, alongside our options evening, tutor and assembly programme and one-to-one meetings should combine to give students and their families the information required to make the best choices.



# Key Events and Dates

#### **OPTIONS EVENING:**

Presentations from members of the senior team and a chance to meet the subject teachers to find out more about different options: 28th March

#### **INITIAL DEADLINE:**

Complete the online options form: 17th April

#### **FOLLOW UP ONE-TO-ONE MEETINGS:**

Chance to revise choices with a member of the Leadership team. 17th April - 28th April

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At The Whitehaven Academy, we believe passionately in ensuring we can provide each student with a curriculum that will challenge them, engage them and give them the right skills and qualifications to progress on to the next phase of their learning and beyond.

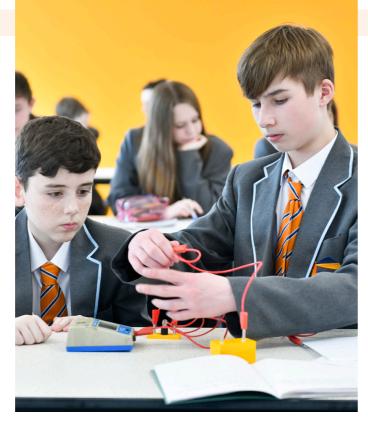
It is vitally important that we ensure the curriculum we offer sets students up to be happy, successful and kind. Students at The Whitehaven Academy follow a two-year Key Stage 4, recognised as best practice across the country by the Department for Education and Ofsted.

All students follow a broad and balanced curriculum that allows them to develop academically and creatively, whilst also providing them with diverse option choices from engineering and health and social care to performing arts and business studies. Whether our students' goals are to progress on to university, apprenticeships or vocational training, we aim to give them a firm foundation for their future.

## The English Baccalaureate (Ebacc)

We encourage students to pick the right pathway in their learning: one that ignites their passion and ambition. The English Baccalaureate (EBacc) is a highly regarded curriculum model that we would encourage students in set 1 and 2 to explore. This is a range of subjects with the core subjects of English, Mathematics and Science, supplemented by a language and a humanity.

The EBacc is not a standalone qualification, rather a suite of them which aims to provide a core of academic qualifications that strongly equip a student for progression to further study and work. Moreover, our approach means that EBacc students are also able to select a creative option, so important for their cultural and creative development. Appropriate students will be recommended to follow this pathway.



## STEM (Science, Technology, Engineering and Mathematics)

Locally, nationally and internationally, STEM (Science, Technology, Engineering and Mathematics) careers are hugely important.

We take our role in preparing our students for future employment in this key market very seriously. We are proud of our success in GCSE sciences, particularly in the triple science route, the gold standard. In addition, qualifications in our popular, successful IT and engineering courses help prepare our students for future studies and careers.

A programme of workshops, university visits, work placements, and guest speakers all support our revised STEM programme for Key Stage 4.

## West Coast Sixth Form and Post 16 learning

Looking beyond Year 11, it is important that students are supported in choosing the course that is right for them. Throughout their Key Stage 4 (Years 10 and 11) students will have a rich advice and guidance programme where they will be given an insight into the different options available. We are delighted by the success of the joint sixth form provision in partnership with Workington Academy, allowing students to access highquality academic, creative and vocational courses across both campuses. As the sixth form expands, so will our course offer.

Entry into Year 12 at West Coast Sixth Form will not depend on which GCSE route students follow, in other words both EBacc and non-EBacc route students will be accepted in Sixth Form as long as they achieve the required GCSE entry grades in the subject they have selected for A-Level and BTEC study. It is worth noting that some universities and colleges require a language pass (likely to be level 5 or above) at GCSE for some courses, although not all. Employers can also look favourably at a good language pass at GCSE level.







## More than just qualifications

A happy and successful experience in Key Stage 4 involves more than just studying in school. Work experience, interview days, outdoor learning opportunities, visits, residential trips, university links and competitions are part of Key Stage 4 life at The Whitehaven Academy.

We see our Key Stage 4 students as potentially powerful role models for the academy community, and are proud of their involvement in Duke of Edinburgh, Peer Mentoring and, most recently, Prefects programmes. A positive curriculum vitae needs strong qualifications, rich experiences and key personal qualities. Our role is to work together to make that happen.





## Core subjects

For all students (whether following an EBacc route or not) there are some core subjects that all have to study, as part of the National Curriculum. These are:

- GCSE ENGLISH LANGUAGE
- GCSE ENGLISH LITERATURE
- GCSE MATHS
- GCSE SCIENCE

(Students will be advised as to whether they should consider the combined or triple science route. See pages 11 and 12 for more information.)

- CORE PE
- PERSONAL DEVELOPMENT AND CITIZENSHIP

## Option subjects

All students make three choices in addition to the core subjects listed above. One of the choices must be Geography or History. They can, of course, choose both.

At The Whitehaven Academy we believe passionately in enabling students to explore the arts, and enable students to study a creative, expressive subject alongside their other qualifications. Recommended Ebacc students would be able to take another subject alongside a language, as well as Dance. Similarly, the option blocks have been designed so that those students who wish to explore STEM, can take multiple STEM-based subjects.

Please note that it may not be possible for every student to do every subject they have selected, but we will endeavour to make this possible. Also, please note that all courses are offered subject to viable numbers of students selecting the subject. There may also be slight alterations to the courses outlined in this booklet.



In the following pages there is information about the different courses, with the key details. Our staff are keen to ensure that parents, carers and students feel informed and are comfortable in the choices they make. Consequently, please feel free to contact the appropriate relevant member of staff (listed beneath each subject) to answer any particular queries.

In addition, we will be inviting all students with a parent or carer to meet a member of the Senior Leadership Team to talk through their individual concerns in a short meeting after Easter, so that students are confident and happy.

## What qualifications do students study for?

All students study predominately GCSEs. Since 2018 the format of GCSEs has changed. GCSEs are now graded under the new numerical grading structure shown below. Please read the information below and use the diagram on the right to help understand the changes further.

1-9 grades are not precisely equivalent to A\*-G grades, although there are 'anchor' points which are considered the same, as the diagram shows. The DfE announced that a '4' would be considered a 'standard' pass, the equivalent of the lower end of a C grade (a C-/C if using fine grades). A '5' would be considered a 'good' pass and is the equivalent of an old C+/B- grade. In this way the standard of what is considered a 'good' pass has been raised considerably in an attempt to distinguish between those students who 'just' attain a C grade and those who have achieved it more comfortably. Should you have any questions about the structure then please ask a member of the leadership team.



FORMER GRADING STRUCTURE	NEW GRADING STRUCTURE
A*	9
<i>/</i> \	8
А	7
В	6
Б	5
С	4
D	3
E	2
F G	1
U	U







# CORE SUBJECTS

## ENGLISH LANGUAGE AND LITERATURE

All students will take two GCSE qualifications: English Language and English Literature

Further information and advice: Mrs K Bell, Curriculum Leader, kbell@whitehavenacademy.org.uk

Further information and advice. With K Bell, Curriculum Leader, Kbellewhiltenavenacademy.org.uk		
What is English Language?	GCSE English Language allows you to demonstrate your ability to use English in real-life contexts and use an investigative and analytical approach to language topics, drawing on personal experience.	A numerical grade will be awarded at the end of the course. This will be in the range 1 to 9 (9 being the top grade, with a grade of 4 or 5 being approximately equivalent to a current C grade).
Course structure	Paper 1: External examination, 50% of the total GCSE marks. Explorations in creative writing and reading; one literature non-fiction text; descriptive or narrative writing.  Paper 2: External examination, 50% of the total GCSE marks. Writers' viewpoints and perspectives;	one non-fiction and one literary non-fiction text; writing to present a viewpoint.  Non examination assessment. Spoken language presenting; responding to questions and feedbacuse of standard English.
What is English Literature?	GCSE English Literature allows you to explore a variety of literary texts including Shakespeare, modern drama and novels, contemporary poetry and poetry from the English literary heritage. Students are encouraged to draw on stage productions and films of the texts studied to	enrich and inform their work. Through their studies students will increase their knowledge and understanding of history and human nature by analysing and empathising with characters as situations in influential texts spanning the last 40 years.
Course structure	Paper 1: External examination, 40% of the total GCSE marks. Shakespeare and the 19th-century	Paper 2: External examination, 60% of the tota GCSE marks. Modern texts and poetry, modern prose or drama/poetry anthology/unseen poetry

novel.

prose or drama/poetry anthology/unseen poetry.

#### Why study **English** language and literature?

English Language is the core qualification that all students have to study and which is required as a minimum entry qualification to many courses of further study, including those at university. English literature provides students with the opportunity to study a range of diverse texts and make links across time and through themes.



## GCSE MATHEMATICS

Person to contact: Mr S Fitzgerald, Assistant Headteacher, sfitzgerald@whitehavenacademy.org.uk

What is mathematics?	Mathematics concerns the study of number, patterns and relationships, shape and space, statistics and probability, which are combined with problem solving and reasoning. Mathematics	developed originally through practical requirements, which still are central to its use. You will follow a programme of study based upon the National Curriculum.
Course structure	GCSE Mathematics assesses the new Key Stage 4 programme of study which schools and colleges are required to teach. The secondary mathematics programme of study has expanded with additional higher level content than has been seen previously. There is also a stronger focus on geometry and ratio, for example trigonometry is now covered in both tiers. There will still be some emphasis in examinations on the assessment of applying mathematics and using mathematics to solve problems, and some questions will be set in contexts that students should be expected to deal with in the real world.  You will follow the White Rose Maths linear scheme which continues from Key Stage 3 at either	Foundation or Higher level. All of the examinations are taken at the end of the course. Within each tier they will explore topics in algebra, number, ratio, geometry, statistics and probability.  Assessment for the course is by three terminal papers taken at the end of Year 11, which are equally weighted.  Linear Mathematics  Paper 1 (non-calculator)  Paper 2 (calculator)  Paper 3 (calculator)  A numerical grade will be awarded at the end of the course. This will be in the range 1 to 9 (9 being the top grade, with a grade of 4 being a Standard Pass and grade 5 being a Good Pass).
Why study mathematics?	This is a core subject that you have to study.  Mathematics is used throughout the world as an essential tool in many fields, including science, engineering, medicine and the social sciences,	challenged by following a broad, coherent, satisfying and worthwhile course of study. The most able students will be in a position to access A-level mathematics at Key Stage 5 and some

students might choose the further mathematics

A-level which is considered helpful for Oxbridge

mathematics and science courses.

# SCIENCES ROUTE ONE: TRIPLE SCIENCE

#### **GCSE Biology, GCSE Chemistry & GCSE Physics**

Person to contact: - Dr L Graham, Curriculum Leader, Igraham@whitehavenacademy.org.uk

Key information about the course	Students on this pathway study for three separate GCSEs in science. Students on this pathway will get an individual grade for each separate science (Biology, Chemistry and Physics)  This pathway is geared towards academic and well-motivated students who have an interest in	studying science at A-level or beyond. Science is a core subject and all students must study it at GCSE. There is no specific equipment needed, however, it is advisable for students to bring a scientific calculator to all lessons
Key areas and skills that will be developed	Students on all science courses develop a wide range of skills, including data analysis, evaluating problems, practical skills, team work and research.	Many of these skills are transferable to other areas of the curriculum and to later life.
Main methods of assessment	Each separate science at GCSE is assessed with two end-of-course examinations, each 1 hour 45 minutes long.  Students are able to sit exams in either higher tier (grades 9-4) or foundation tier (5-1) depending on	their ability. Examinations will assess students' knowledge of the curriculum and their knowledge of required practicals done throughout the course.
Possible career pathway	Past students have gone on to study Medicine, Veterinary Science, Applied Sciences, Biomedical sciences, Physiotherapy and Sport Science to name but a few.	





and is a basic entry requirement for many courses

and forms of employment. Mathematics should

encourage learners to be inspired, moved and

# SCIENCES ROUTE TWO: COMBINED SCIENCE (DOUBLE AWARD)

**GCSE Combined Science: Trilogy** 

Person to contact: - Dr L Graham, Curriculum Leader, Igraham@whitehavenacademy.org.uk

Key information about the course	Students on this pathway study for a double award GCSE in Science. Students on this pathway will get two grades (e.g. 4-4) based on the total marks gained in exams in Biology, Chemistry and Physics units.  This pathway is geared towards students in sets 2-4 and will give students a broad knowledge of	all areas of the sciences. Students gaining high grades on this pathway are able to go on to study sciences at A-level.  Science is a core subject and all students must study it at GCSE. There is no specific equipment needed, however, it is advisable for students to bring a scientific calculator to all lessons.
Key areas and skills that will be developed	Students on all science courses develop a wide range of skills, including data analysis, evaluating problems, practical skills, team work and research.	Many of these skills are transferable to other areas of the curriculum and to later life.
Main methods of assessment	GCSE Combined Science: Trilogy is assessed with six end-of-course examinations, each 1 hour 15 minutes long (two Biology, two Chemistry, two Physics papers).  Students are able to sit exams in either higher tier	(grades 9-4) or foundation tier (5-1) depending on their ability. Examinations will assess students' knowledge of the curriculum and their knowledge of required practicals done throughout the course.
Possible career pathway	Past students have gone on to study Applied Sciences, Biomedical Sciences, Physiotherapy and Sport Science to name but a few.	





# GCSE ART & DESIGN - ART, CRAFT AND DESIGN

For more information: Mrs McMurdo, Assistant Headteacher mmcmurdo@whitehavenacademy.org.uk L Putland, Teacher, Iputland@whitehavenacademy.org.uk

Key information about the course	Art, Craft and Design explores ideas, conveys experiences or responds to a theme or issue of personal significance. The areas of study are	very broad and cover drawing, painting, sculpture, installation and mixed media.
Key areas and skills that will be developed	Alongside improving practical art skills, you'll learn how to:  • Develop, refine and record ideas.  • Present a personal response that realises intentions.  • Improve your creative skills through the effective	use of media, materials, techniques and processes.  Successfully use visual language and the formal elements eg colour, line, form, shape, tone and texture.  Use drawing skills for different needs and purposes.
Main methods of assessment	There are two components:  Component 1 Portfolio. Produce a sustained project and a selection of further work that represents the course of study. This is worth 60% of your overall marks.	Component 2 Externally set assignment. The externally set task paper features seven tasks and you have to complete one of them. You get preparation time, plus ten hours of supervised time. This is worth 40% of your total marks.
Additional information about the course	If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, art and design is a great choice.  The skills you gain offer support for other subjects.	Art and Design is a way of seeing things and making sense of the world around you.  It can help with further study and prepare you for the world of work.
Possible career pathway	Art and Design opens the door to lots of exciting careers, such as, artist, teaching, fashion design, graphic design, theatre designer, animator, video game designer, illustrator, museum curator, pho-	tographer, product design, ceramics, advertising, interior design, fashion and media design, hair and make-up design, exhibition design, jewellery design.

# GCSE BUSINESS STUDIES

For information and advice: Mrs J Fowler, Teacher, jfowler@whitehavenacademy.org.uk

Key information about the course	You will consider the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world.  You will cover the following sections:	<ol> <li>Business in the real world</li> <li>Influences on business</li> <li>Business operations</li> <li>Human resources</li> <li>Marketing</li> <li>Finance.</li> </ol>
Key areas and skills that will be developed	You will apply your knowledge and understanding to different business contexts, ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. You will develop an understanding of how these contexts impact on business behaviour. You will apply your	knowledge and understanding to business decision making and how these interdependencies underpin business decision making, how different business contexts affect business decisions and the use and limitation of quantitative and qualitative data in making business decisions.
Main methods of assessment	Paper 1: Influences of operations and HRM on business activity. Written exam: 1 hour 45. 50% of GCSE What's assessed: Business in the real world; influences on business; business operations; human resources. Section A has multiple-choice questions and short-answer questions. Section B has one case study/data response stimuli with questions. Section C has one case study/data response stimuli with questions.	Paper2: Influences of marketing and finance on business activity. Written exam: 1 hour 45. 50% of GCSE What's assessed: Business in the real world; influences on business; marketing; finance. Section A has multiple-choice questions and shortanswer questions. Section B has one case study/data response stimuli with questions. Section C has one case study/data response stimuli with questions.
Possible career pathway	Accountant, management consultant, social media manager, financial analyst, business teacher,	business reporter, business owner, corporate attorney, health care administrator and many more.





## GCSE COMPUTER SCIENCE

For information and advice: Mrs J Fowler, Teacher, jfowler@whitehavenacademy.org.uk

#### **Key information** about the course

GCSE Computer Science is engaging and practical, and encourages creativity and problem solving. Throughout the course you will develop your understanding and application of the core concepts in computer science. Alongside this you will also analyse problems in

computational terms and devise creative solutions

by designing, writing, testing and evaluating programs.

#### Key areas and skills that will be developed

The course is broken down into two components for learning:

#### **Component 01: Computer systems**

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

#### Component 02: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

#### **Practical programming**

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

#### **Main methods** of assessment

Assessment of the course is examination based. comprising of two final exams:

#### **Exam 01: Computer systems**

Marks: 80. Duration: 1 hour 30 minutes. Weighting: 50%.

#### Exam 02: Computational thinking, algorithms and programming

Marks: 80. Duration: 1 hour 30 minutes. Weighting: 50%.

#### Possible career pathway

The future possibilities for those with computer science skills are vast. With the demand for digital skills growing as the world becomes more tech dependant computing skills are becoming a required skill for a range of careers, not only in traditional IT positions.

Here are ideas for just some of the computing, technology and digital careers available: App developer, Business analyst, Computer games developer, Computer games tester, Cyber

intelligence officer, Data entry clerk, Data scientist, Digital delivery manager, Digital product owner, E-learning developer, Forensic computer analyst, IT project manager, IT security co-ordinator, IT support technician, Information scientist, Media researcher, Network engineer, Network manager, Robotics engineer, Social media manager, Software developer, Solutions architect, Systems analyst, Technical architect, Technical author, User experience (UX) designer, Web content manager, Web designer, Web developer.





# CAMBRIDGE NATIONALS: LEVEL 1/2: CREATIVE IMEDIA

For information and advice: Mr T Gibson, Teacher, tgibson@whitehavenacademy.org.uk

#### **Key information** about the course

You will learn about all aspects of Creative Media Production and the industry.

The course investigates and explores the different technical skills and attitudes towards creative media production and equips you with the confidence to use skills that are relevant to the digital media sector and more widely.

You design, plan, create and review digital media products to meet client and target audience demands which deepens your knowledge and understanding of the media industry. The course is split into three units that focus on

multiple areas of the media industry.

#### Key areas and skills that will be developed

You will develop key transferable skills in creative digital media production, such as investigation and development of ideas through pre-production, production and post-production.

This will include developing the key knowledge that underpins practical aspects and processes of creative media production. You will learn and develop attitudes that underpin the professional workplace, including personal management and communication and work to develop skills required to effectively respond to briefs, such as feedback, planning and idea generation.

#### Main methods of assessment

The three components develop broad knowledge and understanding of creative media sectors and technical skills with practical application.

Component 1: Creative iMedia in the Media Industry

Aim: You will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

**Assessment:** This is assessed by taking an exam. **Explore:** Topics include: The media industry, factors influencing product design, pre-production planning and distribution considerations.

**Component 2: Visual Identity and Digital Graphics** Aim: In this unit you will learn how to develop visual

identities for clients and use the concepts of graphic

design to create original digital graphics to engage target audiences.

**Assessment:** This is assessed by completing a set assignment which is assessed internally.

**Explore:** Topics include: Developing visual identity, planning digital graphics for products and creating visual identity and digital graphics.

#### Component 3: Visual imaging

**Aim:** In this unit you will learn how to plan, create and review portfolios of visual imagery.

**Assessment:** This is assessed by completing a set assignment which is assessed internally.

**Explore:** Topics include: Plan visual imaging portfolios, create visual imaging portfolios and reviewing visual imaging portfolios.

#### Possible career pathway

This course gives you the foundation for further progression in the creative media industry, along with developing teamwork, leadership and investigative skills that are transferable to most areas of work. The course also allows progression

to further study in the form of A levels or Level 3 vocational qualifications, such as OCR CTEC Level 3 in Digital Media, which prepares you to enter employment or apprenticeships.





# GCSE DANCE

Contact: Miss A Skillen, Curriculum Leader of Expressive Arts askillen@whitehavenacademy.org.uk

Key information about the course	GCSE Dance is a two-year course studying a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual skills; building on from their previous experience of Performing Arts.	This specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions and so provides a good balance of practical and theory elements.
Key areas and skills that will be developed	The practical component of the course enables students to study dance by 'doing' and the anthology of professional works will provide a springboard for the development of creative and engaging practical tasks. Some of the skills students will develop are: problem solving,	creativity, confidence, communication of ideas, time management, physical, technical, expressive performance skills, knowledge and critical analysis. Students will have access to further opportunities such as extra-curricular dance, performance opportunities, visiting guests and trips.
Preferred entry requirements	It is desirable that students have prior dance experience which might be from Dance and Performing Arts at KS3, dance training outside of	school, or extra-curricular Dance provision at the Academy.
Main methods of assessment	There are two components:  Component 1 Performance and Choreography. (60% of overall GCSE)  Performance (30%)  Set phrases through a solo performance (one minute)  Duet/Trio performance  Choreography based on a stimulus (30%)	Component 2 Dance Appreciation (40% of overall GCSE)  • Written exam

#### Possible career pathways

This course can lead on to a study of Dance and/ or Performing Arts at A Level or Level 3 National BTEC. It is accepted in all colleges and universities as a recognised qualification and provides access to higher education.

There are many career opportunities through the study of Dance. Future career pathways include:

Dancing professionally, Dance therapy, Fitness instructor, Dance Teaching, Youth and community work, Choreographer, Physiotherapy, Theatre critic. In addition, the skills acquired such as teamwork, problem-solving, time management and motivation of others are transferable to almost any career and further studies.





## GCSE DESIGN & TECHNOLOGY

Person to contact: Mrs S Bell, Curriculum Leader of Technology sbell@whitehavenacademy.org.uk

#### **Key information** about the course

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our GCSE allows students

to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

#### **Kev areas and** skills that will be developed

Technology is a subject that brings almost every other subject together and allows students to transfer and apply their knowledge and skills in both practical and theoretical contexts. We give students the opportunity to learn and develop 8 out of the top 10 STEMNET employability skills: Communication and interpersonal skills, Problem

solving skills, using your initiative and being selfmotivated, Organisational skills, Team working, Ability to learn and adapt, Numeracy, Valuing diversity and difference as well as helping students get ready for the world of work in a general and overarching sense, we also prepare students for the world of work in the field of technology.

#### Main methods of assessment

#### Non-examination Assessment (NEA): 50% of GCSE

#### What's assessed:

Practical application of:

- Core technical principles
- Specialist technical principles

## Designing and making principles

#### How it's assessed

- NEA: 30–35 hours approx.
- 100 marks

**NEA task(s):** Substantial design and make task Assessment criteria:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA. Students will produce a prototype and a portfolio of evidence.

Work will be marked by teachers and moderated by the exam board.

#### Paper 1: 50% of GCSE Subject content:

- 1. Core technical principles
- 2. Specialist technical principles
- 3. Designing and making principles

#### How it's assessed:

- Written exam: 2 hours
- 100 marks

Questions Section A - Core technical principles. A mixture of multiple choice and short answer

questions assessing a breadth of technical knowledge and understanding.

Section B - Specialist technical principles.

Several short answer questions and one extended response to assess a more in-depth knowledge of technical principles.

Section C – Designing and making principles. A mixture of short answer and extended response questions.

#### Possible career pathways

Next steps of study would include A Level Product Design, which can lead to various degrees in the design, and engineering industry (examples include Product Design, Graphic Design and Design engineering).

The subject also supports opportunities for many apprenticeships within the Design and Technology industry.

CAD technician

- Colour technologist
- Furniture designer
- Interior and spatial designer
- Automotive engineer
- Materials engineer
- Production designer, theatre/television/film Product or graphic designer
- Purchasing Manager
- Product Manager





# CAMBRIDGE NATIONALS: LEVEL 1/2: ENGINEERING MANUFACTURE

For information and advice: Mrs A Bateson, Senior Assistant Headteacher, abateson@whitehavenacademy.org.uk

Key information about the course	You are required to complete and achieve all three components in the qualification.  • Principles of engineering manufacture	<ul><li>Manufacturing a one-off product</li><li>Manufacturing in quantity</li></ul>
Key areas and skills that will be developed	The award is an engaging qualification where you will use what you learn in practical, real-life situations, such as:  • The materials used in engineering manufacture • Safely producing a one-off product • The use of Computer Numerical Control (CNC) to produce in quantity.  It will help you to develop independence and confidence in using skills that would be relevant to the	engineering manufacture and development sector.  The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:  Solving problems by exploring different engineering manufacture processes, tools and equipment  Planning a sequence of processes. This will involve managing your time and identifying the resources you will need as well as reviewing your plans if necessary.
Main methods of assessment	The three components develop broad knowledge and understanding of the manufacturing engineering sector and the technical skills in manufacturing processes and large scale production  Component 1 (Principles of engineering manufacture)  • Understand different forming and shaping processes.  • Identify the qualities and uses of different materials in engineering.  • Interpret manufacturing requirements and quality assurance processes.  How it's assessed: External exam	Component 2 (Manufacturing a one-off project)  Plan the production of a one-off product  Accurately measure and mark out  Safely use processes, tools and equipment to make a one-off product.  How it's assessed: Internally assessed assignments.  Component 3 (Manufacturing in quantity)  Understand the preparation for manufacture  Develop programme to operate CNC equipment  Safely use processes and equipment to make products in quantities.  How it's assessed: Internally assessed task.
Possible career pathway	Chemical engineer, mechanical engineer, electrical engineer, civil engineer, software engineer,	environmental engineer, design technology teacher and many more.

# GCSE FOOD PREPARATION AND NUTRITION

occupational therapist etc.

For information and advice: Mrs S Bell, Curriculum Leader, sbell@whitehavenacademy.org.uk

Key information about the course	This new GCSE, Food Preparation and Nutrition, is an exciting and creative course which focuses on practical cooking skills to ensure you develop a thorough understanding of nutrition, food	provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing your practical cookery skills to give you a strong understanding of nutrition.
Key areas and skills that will be developed	Food preparation skills: these are intended to be integrated into the five sections:  1. Food, nutrition and health  2. Food science	<ul><li>3. Food safety</li><li>4. Food choice</li><li>5. Food provenance</li></ul>
Main methods of assessment	Exam: Food preparation and nutrition (50%) What's assessed: Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above How it's assessed: Written exam: 1 hour 45 minutes. Multiple choice questions. Five questions with sub questions. Non-examination Assessment (50%) Task 1: Food investigation. Your understanding of the working characteristics, functional and chemical properties of ingredients. Written or electronic report (1,500–2,000 words) including photographic evidence of the practical	investigation. Practical investigations are a compulsory element. <b>Task 2: Food preparation assessment.</b> Your knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.  You will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.
Possible career pathway	Food technologist, dietician, nutritional therapist, product developer, teacher, sport and exercise related careers, health sector professions eg nurse,	Upon completion of this course, you would be qualified to go on to further study, or embark on an apprenticeship or full-time career in the catering or





food industries.

## GCSE GEOGRAPHY

For information and advice: Mrs L Harrison, Teacher, Iharrison@whitehavenacademy.org.uk

#### **Key information** about the course

#### **Component 1: The Physical Environment**

(coastal landscapes and processes, glaciated landscapes and processes, weather hazards and climate change, ecosystems, biodiversity and management).

In this component you will learn about what is around you, how it was formed and how processes worked together to create landscapes. In addition, you will study aspects of climate and weather and learn how they affect the lives of millions of people daily.

#### **Component 2: The Human Environment**

(changing cities, global development, resource management and energy resource management). In this component you will learn about how man interacts with both other humans and physical barriers in order to live where different processes and cultures are at work. You will study some challenging concepts, which at times will be testing, but after this you will have a balanced view of the world around you and how you fit into it and how your future looks in the years ahead.

#### **Component 3: Geographical Investigations:** Fieldwork and UK Challenges (fieldwork and UK challenges).

In this component you will be active in the field. You will complete compulsory fieldwork incorporating both physical and human Geography. You will study the processes and features created by coastal erosion and deposition.

You will conduct measurements in the field and collate and write these up in line with the course requirement.

During the urban studies element of the fieldwork, you will undertake work in a central business district of a local town. You will calculate how people interact in a town and shopping environment, as well as study how a town changes from its central point to its outer fringes. We ask for a small contribution from parents and carers towards transport and the cost of running the trips.

Key areas and skills that will be developed	Key skills that you will develop will enable you to see things differently, work out why decisions have been made and work out why things are as they are. Your map and interpretational skills will be developed and tested to a high level. You will	analyse data, make calculations, formulate opinions with justified reasoning and use mathematical skill to present findings from appropriate investigations.
Main methods of assessment	Paper 1: The Physical Environment (1 hour 30 minutes).  Paper 2: The Human Environment (1 hour 30	minutes)  Paper 3: Geographical Investigations (1 hour 30 minutes)
Possible career pathway	Cartographer, commercial/residential surveyor, environmental consultant, geographical information systems officer, planning and development surveyor,	primary and secondary school teacher, town planner.





## BTEC LEVEL 1/2 TECH AWARD: HEALTH AND SOCIAL CARE

For information and advice: Mrs S Bell, Curriculum Leader, sbell@whitehavenacademy.org.uk

#### **Key information** about the course

Approximately 3 million people work in health and social care. Health care roles include doctors. paramedics, nurses, midwives and health care assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. The demand for both health and social care is likely to rise, so the need for people to carry out these vital roles will increase. This qualification is for learners who want to

acquire technical knowledge and skills through vocational contexts. The qualification will broaden learners' experience and understanding of the varied progression options available to them. Study of this course at Key Stage 4 will provide practical application alongside conceptual study. There are also strong opportunities for progression into post-16 study.

#### Key areas and skills that will be developed

The Tech Award gives learners the opportunity to develop applied knowledge in the following areas:

- the life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development
- different life events and how individuals can adapt or be supported through changes caused by life
- health and social care conditions, how they can be managed by the individual and the different health and social care services that are available
- the barriers and obstacles an individual may

encounter and how these can be overcome

- the skills, attributes and values required to give care and how these benefit the individual
- how factors can affect an individual's current health and wellbeing
- how physiological indicators and an individual's lifestyle choices determine physical health
- the use of the person-centred approach
- recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

#### Main methods of assessment

There are three components which focus on knowledge, skills and practices. Learners need to achieve all three in order to achieve the qualification.

Component 1: Human Lifespan Development assessed internally

Component 2: Health and Social Care Services and

Values - assessed internally

**Component 3: Health and Wellbeing** – external synoptic (the task is set and marked by the exam board, and completed under supervised conditions)

## Possible career pathway

Nurse, occupational therapist, physiotherapist, carer, health administration, counsellor, social worker, teacher, nursery worker, health therapies, charity worker, youth worker and many more health and social care professions.





a judgement on something, such as law, politics,

research and medicine.

## GCSE HISTORY

For information and advice: Mrs L Coleman, Curriculum Leader, Icoleman@whitehavenacademy.org.uk

#### **Key information** about the course

#### **Paper 1: Understanding the Modern World**

- Germany, 1890-1945: Democracy and dictatorship This course explores how and why Germany changed over this period from an autocracy ruled by an emperor, to a democracy and then to a dictatorship. We will assess how the German people were affected by World War One, the challenges democracy faced as it was set up and throughout the 1920s, and ultimately how and why Hitler and the Nazis came to power and controlled and governed Germany.
- Conflict and Tension, 1919-1939: The Interwar years

This course explores how World War One led to World War Two. We evaluate the decisions of the leaders of Europe at the time and assess the strengths and weaknesses of the League of Nations. We assess the impact of Hitler and analyse whether it was his actions alone which led to World War Two.

#### Paper 2: Shaping the Nation

• Britain: Migration, empires and the people: c790 to the present day

This thematic study builds understanding of how the identity of the people of Britain has been

shaped by their interaction with the wider world. It will consider invasions and conquests. It will also study the country's relationship with Europe and the wider world. It will look at the ebb and flow of people into and out of Britain and evaluate their motives and achievements. It examines the impact and legacy of Empire of the ruled and the ruling in the context of Britain's acquisition. We will explore which factors have had the most significant impact on migration, Empire and identity; war, government, religion, economic resources, science and technology, ideas and individuals.

Norman England, 1066-c1100

This course explores how a French ruler came to be King of England through conquest and the consolidation of his rule. We will assess how successful William I and his successors were in establishing and maintaining control, consider what life was like for the English under Norman rule, and evaluate the power of the church during this time. Within this unit is a site study which changes each year. You will either study or visit this site to then write about within the exam.

The units selected have been carefully chosen to build upon what students will have learnt during their time at The Whitehaven Academy in Key

	Stage Three, as well as to provide an interesting and exciting course that provides opportunities for learning outside the classroom. It is the history department's intention to arrange trips to sites that	will enhance students' learning across the course, such as a trip to the Thackray Medical Museum and the Royal Armouries Museum in Leeds and a possible future trip to Berlin.
Key areas and skills that will be developed	Analysis, evaluation and explanation are the main skills examined by the questions. Understandably, it is a subject with a high written focus, however, we endeavour to break down the fear of essays and make the course accessible to all.  You will also develop skills of analysing sources	and interpretations against your own opinions and reaching judgements about the effectiveness or use of a piece of history, and these skills can be applied to a wide variety of contexts outside of the study of history.
Main methods of assessment	Paper 1: Written exam: 2 hours, 50% of GCSE	Paper 2: Written exam: 2 hours, 50% of GCSE
Possible career pathway	History is a subject highly valued by employers and colleges due to its status as a facilitating subject as	specific careers areas include anything where you will need to analyse and evaluate evidence to reach

it pushes students to develop many skills, including

analysis, evaluation and explanation. However,





# GCSE (MODERN FOREIGN LANGUAGES) FRENCH & GERMAN\*

Information and advice: Mrs C Sloan, Curriculum Leader csloan@whitehavenacademy.org.uk

Key information about the course	You will study French or German GCSE. These GCSEs are two-year courses which build on and further develop the skills and topics covered in Key Stage 3 as well as additional topics. You will develop listening, speaking, reading and writing skills in the language. Students study a range of	topics under the three overarching themes of: • Identity and culture • Local, national, international and global areas of interest • Current and future study and employment.
Key areas and skills that will be developed	Through the three themes studied at GCSE, you will improve your understanding and awareness of other cultures, societies and communities and continue to develop transferable skills such as communication skills, pair/team work and problem solving and research, as well as a deeper understanding of grammatical concepts and vocabulary, which also significantly enhances your understanding and use of your own language. You will work on transcription and translation skills and on understanding literary texts.	Language learning is one of the most enjoyable and rewarding experiences that life can offer. Learning a language allows you to become more open-minded. All of these skills are vital for future employers. You are much more likely to be successful with job or university applications if you can show knowledge of a second, third or even fourth language. The ability to speak more than one language is becoming more and more important, therefore, this is the perfect opportunity for you to improve your future.
Main methods of assessment	You will be assessed in each of the four skills of speaking, listening, reading and writing. The assessments will be in the form of final exams at the end of Year 11 in listening, reading and writing. There will be a speaking exam, which will take place in Year	11 in April or May. Each skill has an equal weighting of 25% of the final grade. You will be entered for either foundation level (grades 1-5) or higher level (grades 4-9) and must take all 4 exams at the same tier.
Possible career pathway	Learning a language at GCSE opens doors to further and higher education. There are lots of different careers in which knowing a language	translator, teacher, political risk analyst, language analyst at GCHQ, journalist, flight attendant, accountant and civil servant.

# GCSE MUSIC

Information and advice: Miss E Pearson, Teacher, epearson@whitehavenacademy.org.uk

Key information about the course	GCSE Music enables you to develop and enhance your knowledge and understanding of music	through four interrelated areas of study.
Key areas and skills that will be developed	1: Musical Forms and Devices 2: Music for Ensemble 3: Film Music 4: Popular Music. The course has three components based on the	skills of performing, composing and appraising. These three skills are developed through the study of each area and serve to highlight the importance of the relationship between composer, performer and audience.
Preferred entry requirements	This course builds upon skills and knowledge learnt throughout KS3, however the ability to either play an instrument, or to learn how to play an instrument/sing is desirable.  A willingness to learn how to use notation software such as Sibelius or Muse score is essential.	It is recommended that you take one-to-one instrumental lessons, however, this is not essential as long as you immerse yourself in music both in and out of school.  Regular independent practice on the student's chosen instrument is essential.
Main methods of assessment	Component 1: Performing. Internally assessed, externally moderated. 30% of qualification. Component 2: Composition. Internally assessed,	externally moderated. 30% of qualification  Component 3: Appraising. Written examination (approx. 1 hour 15 minutes). 40% of qualification.
Possible career pathway	This course can lead on to a study of music and/ or music technology at A Level or Level 3 National BTEC or Level 3 Rock School. It is accepted in all colleges and universities as a recognised qualification. There are many career opportunities	through the study of music. Some examples are: songwriter, composer (film music composer/ orchestral composer), session musician, radio DJ, music teacher (school teacher or instrumental teacher), sound engineer, music promoter.

is a great advantage, for example: interpreter,





<sup>\*</sup> Students can only opt for the language they are currently studying

# BTEC LEVEL 1/2 TECH AWARD: PERFORMING ARTS

Information and advice: Miss A Skillen, Curriculum Leader, askillen@whitehavenacademy.org.uk

You will learn about all aspects of Performing Arts and the industry. The course will explore professional practitioners and repertoire, which you will learn, develop, adapt and perform. You will work collaboratively to create and perform pieces of theatre, exploring many different styles, techniques and practitioners. As well as being taught by your teacher, you will work with

professionals from the theatre industry.

There will be various performance opportunities, including an end of year production. You will also get opportunities to watch live theatre.

There will be various performance opportunities, including an end of year production. You will also get opportunities to watch live theatre.

#### **Kev areas and** skills that will be developed

Performing Arts will give you lots of transferable skills for the future. Studying Performing Arts increases confidence and self-esteem, improves communication and listening skills and the ability to work as part of a team. You will learn selfdiscipline, develop your critical thinking skills and understand what it takes to be involved in professional rehearsal and productions.

#### Main methods of assessment

#### **Component 1: Exploring the Performing Arts**

AIM: Get a taste of what it's like to be a professional actor, dancer or musical theatre performer

**ASSESSMENT:** Internally assessed assignment **EXPLORE** – performance styles, creative intentions and purpose

**INVESTIGATE** – how practitioners create and influence what's performed

**DISCOVER** – performance roles, skills, techniques and processes

Component 2: Developing skills and techniques in the Performing Arts (30%) Jazz and **Contemporary Dance** 

**AIM:** Develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre. **ASSESSMENT:** Internally assessed assignment

**TAKE PART** – in workshops, classes and rehearsals GAIN - physical, interpretive, vocal and rehearsal skills

**APPLY** – these skills in performance

**REFLECT** – on progress, performance and how vou can improve

#### Component 3: Performing to a brief (40%)

AIM: Consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.

ASSESSMENT: Externally assessed task – work in a group of 3-7 to create a performance-based on a set brief.

**BUILD** – on skills in classes, workshops and rehearsals

**REVIEW** – the process using an ideas and skills log **PERFORM** – in a group to your chosen audience

## GCSE RELIGION, PHILOSOPHY AND ETHICS

For information and advice: Miss K Perna, Curriculum Leader, kperna@whitehavenacademy.org.uk Mr C Ismay, Teacher, cismay@whitehavenacademy.org.uk

#### **Kev information** about the course

RPE is for thinkers – students who question and want a better understanding of the world they live in. We will discuss, explore and share ideas on a variety of religious, philosophical and ethical issues, including topics such as 'What is the evidence for a God?' and 'Is there a life after death?'. We also deal with modern issues such as euthanasia. abortion and fertility treatment. You will approach these from your viewpoint and that of Buddhists, Christians and atheists too. We focus on bringing

this subject to life by listening to speakers of different faiths and engaging in projects. Recent global research suggests that more than 84% of the world's population follow a religion. Christianity and Islam have the most followers worldwide. One in two people is Christian and one in five people is Muslim. Exploring religious and philosophical ideas and beliefs in our modern climate has become increasingly necessary. You won't regret studying RPE.

#### Key areas and skills that will be developed

- Develops learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism.
- Expands skills in articulation and verbal reasoning, at a time when speaking and standing up for what you believe in is so incredibly important.
- Enables students to construct wellargued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
- Provides opportunities for learners to engage with questions of belief, value, meaning, purpose. truth, and their influence on human life.
- Challenges learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.





#### Main methods of assessment

Component 1: Religious, Philosophical and Ethical Studies in the Modern World, Two-hour written examination based upon knowledge. understanding and evaluation of the four key themes (50%).

- Issues of Relationships
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights

#### Possible career pathway

Any career that involves people. This will give you a much deeper understanding of human behaviour. You will be encouraged to debate, research, question, challenge and think critically. These skills are relevant to any kind of job. You will be able to think for yourself, have a broader

Component 2: Study of Christianity. One-hour written examination based upon knowledge, understanding and evaluation of the beliefs, teaching and practices of the religion (25%). Component 3: Study of a World Faith. Onehour written examination based upon knowledge, understanding and evaluation of the beliefs, teaching and practices of the chosen religion (25%).

understanding of the world around you and the beliefs that shape it.

Some jobs that ask for these skills are civil service, police. Armed Forces, social work, journalism, law. teaching, medical profession, third sector and a never-ending list of possibilities.

# BTEC LEVEL 1/2 TECH AWARD: SPORT

Information and advice: Mrs K Lewis, Curriculum Leader, klewis@whitehavenacademy.org.uk

#### **Kev information** about the course

The Physical Education course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

Students will study four units of work, which are broken down into several assignments, including practical work.

- Fitness for Sport and Exercise
- Practical Performance in Sport
- Applying the Principles of Personal Training
- Leading Sports Activities.

**Equipment Required:** PE Kit. Learners must have an excellent participation rate in PE.

#### Key areas and skills that will be developed

The vast majority of employers require learners to have certain technical skills, knowledge and understanding to work in a particular sector, but they are also looking for employability skills to ensure that employees are effective in the workplace.

Throughout this course learners will develop a range of employability skills, engage with employers and carry out work-related activities. As part of the course, we also try to run Leadership Awards for students, which are additional qualifications.

#### Main methods of assessment

Components 1 and 2 are assessed through non-exam internal assessment. The non - exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. The components focus on: the different types of physical activity and providers, the needs of participants, barriers to participation and ways to overcome these.

Equipment and technology required to take part

in sport is also included. Learners will develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a suitable and effective warm-up.

They will develop knowledge of the components of fitness and how they are used in different types of sport; rules and regulations in sport and ways to improve other participants' sporting performance through planning and delivery of sports drills and conditioned practices.

There is one externally assessed component:





Main methods

Developing Fitness, Improve Other Participants

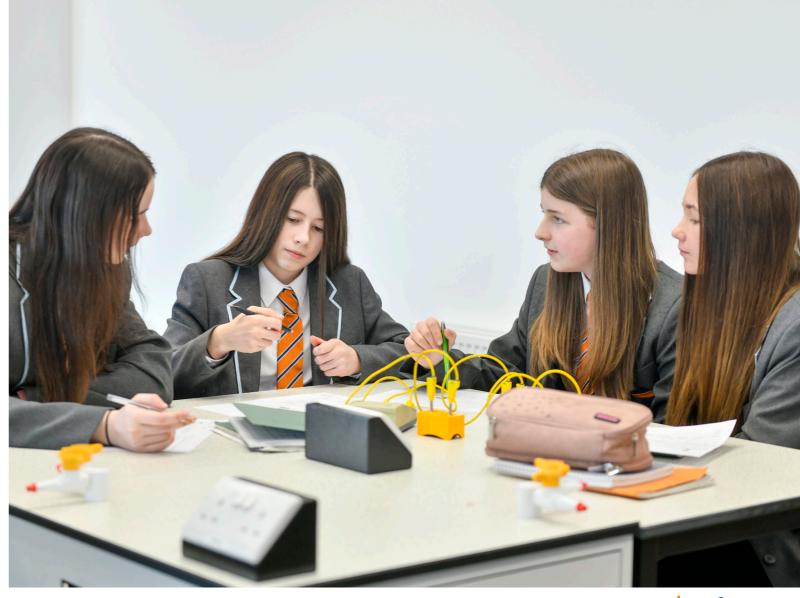
Learners will use theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.

Performance in Sport and Physical Activity.

#### Possible career pathway

This course prepares young people for careers in sport, fitness and coaching, along with developing teamwork, leadership skills and an understanding of the importance of health and fitness to maintain a

healthy lifestyle. The course is recognised by further education and higher education institutions, as well as by employers and other training providers.







# Once you have chosen your options, you will be sent an on-line form to complete via your school email.

In Year 10, all students take the following subjects:

- English Language
- English Literature
- Mathematics

- Science
- PE
- Personal Development and Citizenship

One subject should be selected from the Ebacc block, and two subjects from the Open block.

Choose one subject from th EBACC Block	Choose two subj	Choose two subjects from the Open Block		
French	Art	Health & Social Care (BTEC)		
Geography	Business Studies	History		
History	Creative Media (Cambridge National)	Music		
German	Engineering (Cambridge National)	Performing Arts (BTEC)		
Computer Science	Food and Nutrition	German		
	French	Sports (BTEC)		
	Geography	Religion, Philosophy & Ethics		
	Design Technology	Computer Science		
	Dance			

You will be sent a link to complete an online form to select your options. Please make sure you have completed and returned the form by 17th April.



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GCSE PROSPECTUS OPTIONS

