



THE WHITEHAVEN ACADEMY  
**GCSE**  
OPTIONS PROSPECTUS



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2026

## Our aspirations for our students

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.

### 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.

### 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.



*Leaders have established an ambitious suite of subject curriculums. They have thought in detail about the key information that pupils should know and they have made powerful links to the world of work. Most pupils, including those in the sixth form, are well prepared for the next phase of their education. At key stage 4, leaders have increased the number of pupils that follow the English baccalaureate suite of subjects.*

Ofsted, May 2023



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 2026. 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.

Headteacher  
Nigel Youngman



## 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: **4th March.**

### INITIAL DEADLINE:

Complete the online options form: **20th March.**

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

Chance to revise choices with a member of the Leadership team. **15th April – 1st May.**

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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.



*Leaders ensure that most pupils are well prepared for life in modern Britain. Pupils know how to keep themselves physically and mentally healthy. They learn to value the differences that exist between people and this is demonstrated in their respectful conduct towards others.*

*Leaders ensure that pupils benefit from a range of experiences that help them to learn about the world of work. As a result, most pupils are aspirational and well prepared for future success in education, employment or training.*

Ofsted, May 2023

### Future Opportunities

We take our role in preparing students for future employment in very seriously. We work closely with local businesses and universities to prepare students for a successful future.

### 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 high-quality 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



### More than just qualifications

good language pass at GCSE level.

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
A	8
B	7
C	6
D	5
E	4
F	3
G	2
U	1
	U

## 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](mailto:kbell@whitehavenacademy.org.uk)

<b>What is English Language?</b>	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).
<b>Course structure</b>	<p><b>Paper 1: External examination, 50% of the total GCSE marks.</b> Explorations in creative writing and reading; one literature non-fiction text; descriptive or narrative writing.</p> <p><b>Paper 2 : External examination, 50% of the total GCSE marks.</b> Writers' viewpoints and perspectives;</p>	<p>one non-fiction and one literary non-fiction text; writing to present a viewpoint.</p> <p><b>Non examination assessment.</b> Spoken language; presenting; responding to questions and feedback; use of standard English.</p>
<b>What is English Literature?</b>	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 and situations in influential texts spanning the last 400 years.
<b>Course structure</b>	<b>Paper 1: External examination, 40% of the total GCSE marks.</b> Shakespeare and the 19th-century novel.	<b>Paper 2: External examination, 60% of the total GCSE marks.</b> Modern texts and poetry, modern prose or drama/poetry anthology/unseen poetry.
<b>Why study English language and literature?</b>	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.



# CORE SUBJECTS

## GCSE MATHEMATICS

Person to contact: Miss E Wildig, Subject Lead, ewildig@whitehavenacademy.org.uk

<b>What is mathematics?</b>	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.
<b>Course structure</b>	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).
<b>Why study mathematics?</b>	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, and is a basic entry requirement for many courses and forms of employment. Mathematics should encourage learners to be inspired, moved and	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: Mrs H Burnham, Curriculum Leader, hburnham@whitehavenacademy.org.uk

<b>Key information about the course</b>	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
<b>Key areas and skills that will be developed</b>	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.
<b>Main methods of assessment</b>	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.
<b>Possible career pathway</b>	Past students have gone on to study Medicine, Veterinary Science, Applied Sciences, Biomedical sciences, Physiotherapy and Sport Science to name but a few.	



## SCIENCES ROUTE TWO: COMBINED SCIENCE (DOUBLE AWARD)

GCSE Combined Science: Trilogy

Person to contact: Mrs H Burnham, Curriculum Leader, [hburnham@whitehavenacademy.org.uk](mailto:hburnham@whitehavenacademy.org.uk)

<p><b>Key information about the course</b></p>	<p>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.</p> <p>This pathway is geared towards students in sets 2-4 and will give students a broad knowledge of</p>	<p>all areas of the sciences. Students gaining high grades on this pathway are able to go on to study sciences at A-level.</p> <p>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.</p>
<p><b>Key areas and skills that will be developed</b></p>	<p>Students on all science courses develop a wide range of skills, including data analysis, evaluating problems, practical skills, team work and research.</p>	<p>Many of these skills are transferable to other areas of the curriculum and to later life.</p>
<p><b>Main methods of assessment</b></p>	<p>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).</p> <p>Students are able to sit exams in either higher tier</p>	<p>(grades 9-4) or foundation tier (5-1) depending on their ability.</p> <p>Examinations will assess students' knowledge of the curriculum and their knowledge of required practicals done throughout the course.</p>
<p><b>Possible career pathway</b></p>	<p>Past students have gone on to study Applied Sciences, Biomedical Sciences, Physiotherapy and Sport Science to name but a few.</p>	



# COURSE OPTIONS



## GCSE ART & DESIGN – ART, CRAFT AND DESIGN

For more information: Mrs McMurdo, Assistant Headteacher [mmcmurdo@whitehavenacademy.org.uk](mailto:mmcmurdo@whitehavenacademy.org.uk)  
L Putland, Teacher, [lputland@whitehavenacademy.org.uk](mailto:lputland@whitehavenacademy.org.uk)

<b>Key information about the course</b>	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.
<b>Key areas and skills that will be developed</b>	Alongside improving practical art skills, you'll learn how to: <ul style="list-style-type: none"> <li>• Develop, refine and record ideas.</li> <li>• Present a personal response that realises intentions.</li> <li>• Improve your creative skills through the effective</li> </ul>	use of media, materials, techniques and processes. <ul style="list-style-type: none"> <li>• Successfully use visual language and the formal elements eg colour, line, form, shape, tone and texture.</li> <li>• Use drawing skills for different needs and purposes.</li> </ul>
<b>Main methods of assessment</b>	There are two components: <b>Component 1 Portfolio.</b> Produce a sustained project and a selection of further work that represents the course of study. This is worth 60% of your overall marks.	<b>Component 2 Externally set assignment.</b> 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.
<b>Additional information about the course</b>	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.
<b>Possible career pathway</b>	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: Mr C Redhead, Assistant Headteacher, [credhead@whitehavenacademy.org.uk](mailto:credhead@whitehavenacademy.org.uk)

<b>Key information about the course</b>	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. <b>You will cover the following sections:</b>	<ol style="list-style-type: none"> <li>1. Business in the real world</li> <li>2. Influences on business</li> <li>3. Business operations</li> <li>4. Human resources</li> <li>5. Marketing</li> <li>6. Finance.</li> </ol>
<b>Key areas and skills that will be developed</b>	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.
<b>Main methods of assessment</b>	<b>Paper 1: Influences of operations and HRM on business activity. Written exam: 1 hour 45. 50% of GCSE</b> <b>What's assessed:</b> 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.	<b>Paper 2: Influences of marketing and finance on business activity. Written exam: 1 hour 45. 50% of GCSE</b> <b>What's assessed:</b> Business in the real world; influences on business; marketing; finance. 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.
<b>Possible career pathway</b>	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: Mr C Redhead, Assistant Headteacher, [credhead@whitehavenacademy.org.uk](mailto:credhead@whitehavenacademy.org.uk)

<p><b>Key information about the course</b></p>	<p>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</p>	<p>by designing, writing, testing and evaluating programs.</p>
<p><b>Key areas and skills that will be developed</b></p>	<p>The course is broken down into two components for learning:</p> <p><b>Component 01: Computer systems</b> 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.</p> <p><b>Component 02: Computational thinking, algorithms and programming</b> Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing</p>	<p>robust programs, computational logic and translators.</p> <p><b>Practical programming</b> 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).</p>
<p><b>Main methods of assessment</b></p>	<p>Assessment of the course is examination based, comprising of two final exams:</p> <p><b>Exam 01: Computer systems</b> Marks: 80. Duration: 1 hour 30 minutes. Weighting: 50%.</p>	<p><b>Exam 02: Computational thinking, algorithms and programming</b> Marks: 80. Duration: 1 hour 30 minutes. Weighting: 50%.</p>

## 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 R Thompson, Teacher, rthompson@whitehavenacademy.org.uk

<p><b>Key information about the course</b></p>	<p>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.</p>	<p>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.</p>
<p><b>Key areas and skills that will be developed</b></p>	<p>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</p>	<p>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.</p>
<p><b>Main methods of assessment</b></p>	<p>The three components develop broad knowledge and understanding of creative media sectors and technical skills with practical application.  <b>Component 1: Creative iMedia in the Media Industry</b>  <b>Aim:</b> 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.  <b>Assessment:</b> This is assessed by taking an exam.  <b>Explore:</b> Topics include: The media industry, factors influencing product design, pre-production planning</p>	<p>and distribution considerations.  <b>Component 2: Visual Identity and Digital Graphics</b>  <b>Aim:</b> 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.  <b>Assessment:</b> This is assessed by completing a set assignment which is assessed internally.  <b>Explore:</b> Topics include: Developing visual identity, planning digital graphics for products and creating visual identity and digital graphics.</p>

<p><b>Main methods of assessment</b></p>	<p><b>Component 3: Interactive Digital Media</b>  <b>Aim:</b> In this unit, you will learn how to plan, create, and review interactive digital media products in a range of different formats.  <b>Assessment:</b> This is assessed by completing a set</p>	<p>assignment which is assessed internally.  <b>Explore:</b> Plan an interactive digital media product, create the interactive digital media product and then review the interactive digital media product.</p>
<p><b>Possible career pathway</b></p>	<p>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</p>	<p>3 in Digital Media, which prepares you to enter employment or apprenticeships. Here are some of the possible career opportunities: graphics designer, digital illustrator, content creator, videographer, producer, director, games designer, storyboard artist, social media manager, sound designer.</p>



# GCSE DANCE

Contact: Miss A Skillen, Curriculum Leader of Expressive Arts [askillen@whitehavenacademy.org.uk](mailto:askillen@whitehavenacademy.org.uk)

<b>Key information about the course</b>	<p>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.</p>	<p>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.</p>
<b>Key areas and skills that will be developed</b>	<p>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,</p>	<p>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.</p>
<b>Preferred entry requirements</b>	<p>Students should have prior dance experience and either be attending dance outside school, or extra-</p>	<p>curricular dance alongside the course.</p>
<b>Main methods of assessment</b>	<p>There are two components:  <b>Component 1 Performance and Choreography. (60% of overall GCSE)</b></p> <ul style="list-style-type: none"> <li>• Performance (30%)</li> <li>• Set phrases through a solo performance (one minute)</li> </ul>	<ul style="list-style-type: none"> <li>• Duet/Trio performance</li> <li>• Choreography based on a stimulus (30%)</li> <li><b>Component 2 Dance Appreciation (40% of overall GCSE)</b></li> <li>• Written exam</li> </ul>

## Possible career pathways

- Professional Dancers
- Choreographer
- Community Dance Artist
- Dance Therapy Artist
- Dance journalist
- Talent Agent
- Dance Company Director
- Physiotherapist
- Dance Science

- Dance Teacher
  - Arts Council Director
  - Blogger
  - Fitness Coach/Personal Trainer
  - Yoga Instructor/Pilates Instructor
  - Theatre work - front of house, stage management, marketing
- Taking part in Dance can also be beneficial to a healthy and balanced lifestyle.



# GCSE DESIGN & TECHNOLOGY

Person to contact: Ms S Lewthwaite, Curriculum Leader, [slewthwaite@whitehavenacademy.org.uk](mailto:slewthwaite@whitehavenacademy.org.uk)

<p><b>Key information about the course</b></p>	<p>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</p>	<p>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.</p>
<p><b>Key areas and skills that will be developed</b></p>	<p>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</p>	<p>solving skills, using your initiative and being self-motivated, 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.</p>
<p><b>Main methods of assessment</b></p>	<p><b>Non-examination Assessment (NEA): 50% of GCSE</b>  <b>What's assessed:</b>          Practical application of:  <ul style="list-style-type: none"> <li>● Core technical principles</li> <li>● Specialist technical principles</li> <li>● Designing and making principles</li> </ul> <b>How it's assessed</b>  <ul style="list-style-type: none"> <li>● NEA: 30–35 hours approx.</li> <li>● 100 marks</li> </ul> <b>NEA task(s):</b> Substantial design and make task  <b>Assessment criteria:</b></p>	<ul style="list-style-type: none"> <li>● Identifying and investigating design possibilities</li> <li>● Producing a design brief and specification</li> <li>● Generating design ideas</li> <li>● Developing design ideas</li> <li>● Realising design ideas</li> <li>● Analysing &amp; evaluating</li> </ul> <p>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.</p>

	<p><b>Paper 1: 50% of GCSE</b>  <b>Subject content:</b>          1. Core technical principles          2. Specialist technical principles          3. Designing and making principles  <b>How it's assessed:</b>  <ul style="list-style-type: none"> <li>● Written exam: 2 hours</li> <li>● 100 marks</li> </ul>         Questions Section A – Core technical principles.          A mixture of multiple choice and short answer</p>	<p>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.</p>
<p><b>Possible career pathways</b></p>	<p>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.  <ul style="list-style-type: none"> <li>● CAD technician</li> </ul></p>	<ul style="list-style-type: none"> <li>● Colour technologist</li> <li>● Furniture designer</li> <li>● Interior and spatial designer</li> <li>● Automotive engineer</li> <li>● Materials engineer</li> <li>● Production designer, theatre/television/film</li> <li>● Product or graphic designer</li> <li>● Purchasing Manager</li> <li>● Product Manager</li> </ul>



## CAMBRIDGE NATIONALS: LEVEL 1/2: ENGINEERING MANUFACTURE

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

<b>Key information about the course</b>	You are required to complete and achieve all three components in the qualification. <ul style="list-style-type: none"> <li>Principles of engineering manufacture</li> </ul>	<ul style="list-style-type: none"> <li>Manufacturing a one-off product</li> <li>Manufacturing in quantity</li> </ul>
<b>Key areas and skills that will be developed</b>	The award is an engaging qualification where you will use what you learn in practical, real-life situations, such as: <ul style="list-style-type: none"> <li>The materials used in engineering manufacture</li> <li>Safely producing a one-off product</li> <li>The use of Computer Numerical Control (CNC) to produce in quantity.</li> </ul> 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: <ul style="list-style-type: none"> <li>Solving problems by exploring different engineering manufacture processes, tools and equipment</li> <li>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.</li> </ul>
<b>Main methods of assessment</b>	The three components develop broad knowledge and understanding of the manufacturing engineering sector and the technical skills in manufacturing processes and large scale production <p><b>Component 1 (Principles of engineering manufacture)</b></p> <ul style="list-style-type: none"> <li>Understand different forming and shaping processes.</li> <li>Identify the qualities and uses of different materials in engineering.</li> <li>Interpret manufacturing requirements and quality assurance processes.</li> </ul> <p><b>How it's assessed:</b> External exam</p>	<p><b>Component 2 (Manufacturing a one-off project)</b></p> <ul style="list-style-type: none"> <li>Plan the production of a one-off product</li> <li>Accurately measure and mark out</li> <li>Safely use processes, tools and equipment to make a one-off product.</li> </ul> <p><b>How it's assessed:</b> Internally assessed assignments.</p> <p><b>Component 3 (Manufacturing in quantity)</b></p> <ul style="list-style-type: none"> <li>Understand the preparation for manufacture</li> <li>Develop programme to operate CNC equipment</li> <li>Safely use processes and equipment to make products in quantities.</li> </ul> <p><b>How it's assessed:</b> Internally assessed task.</p>
<b>Possible career pathway</b>	Chemical engineer, mechanical engineer, electrical engineer, civil engineer, software engineer,	environmental engineer, design technology teacher and many more.



## GCSE FOOD PREPARATION AND NUTRITION

For information and advice: Ms S Lewthwaite, Curriculum Leader, slewthwaite@whitehavenacademy.org.uk

<b>Key information about the course</b>	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.
<b>Key areas and skills that will be developed</b>	Food preparation skills: these are intended to be integrated into the five sections: <ol style="list-style-type: none"> <li>Food, nutrition and health</li> <li>Food science</li> </ol>	<ol style="list-style-type: none"> <li>Food safety</li> <li>Food choice</li> <li>Food provenance</li> </ol>
<b>Main methods of assessment</b>	<p><b>Exam: Food preparation and nutrition (50%)</b></p> <p><b>What's assessed:</b> Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above</p> <p><b>How it's assessed:</b> Written exam: 1 hour 45 minutes. Multiple choice questions. Five questions with sub questions.</p> <p><b>Non-examination Assessment (50%)</b></p> <p><b>Task 1: Food investigation.</b> 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</p>	<p>investigation. Practical investigations are a compulsory element.</p> <p><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.</p> <p>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.</p>
<b>Possible career pathway</b>	Food technologist, dietician, nutritional therapist, product developer, teacher, sport and exercise related careers, health sector professions eg nurse, occupational therapist etc.	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: Miss S McCall, Teacher, smccall@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 human studies element of the fieldwork, you will undertake work in a local rural area. You will calculate how people interact with the town and study the impact they have on the environment there, as well as investigating how the town changes from the centre as you move towards the outskirts.

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 45 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: Ms S Lewthwaite, Curriculum Leader, [slewthwaite@whitehavenacademy.org.uk](mailto:slewthwaite@whitehavenacademy.org.uk)

<p><b>Key information about the course</b></p>	<p>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</p>	<p>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.</p>	<p><b>Main methods of assessment</b></p>	<p>There are three components which focus on knowledge, skills and practices. Learners need to achieve all three in order to achieve the qualification.</p> <p><b>Component 1: Human Lifespan Development</b> – assessed internally</p> <p><b>Component 2: Health and Social Care Services and Values</b> - assessed internally</p> <p><b>Component 3: Health and Wellbeing</b> – external synoptic (the task is set and marked by the exam board, and completed under supervised conditions)</p>
<p><b>Key areas and skills that will be developed</b></p>	<p>The Tech Award gives learners the opportunity to develop applied knowledge in the following areas:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Different life events and how individuals can adapt or be supported through changes caused by life events.</li> <li>• Health and social care conditions, how they can be managed by the individual and the different health and social care services that are available.</li> <li>• The barriers and obstacles an individual may</li> </ul>	<p>encounter and how these can be overcome.</p> <ul style="list-style-type: none"> <li>• The skills, attributes and values required to give care and how these benefit the individual.</li> <li>• How factors can affect an individual's current health and wellbeing.</li> <li>• How physiological indicators and an individual's lifestyle choices determine physical health.</li> <li>• The use of the person-centred approach</li> <li>• 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.</li> </ul>	<p><b>Possible career pathway</b></p>	<p>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.</p>



# GCSE HISTORY

For information and advice: Mrs L Coleman, Curriculum Leader, [lc Coleman@whitehavenacademy.org.uk](mailto:lc Coleman@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

## Key areas and skills that will be developed

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.

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 it pushes students to develop many skills, including analysis, evaluation and explanation. However,

specific careers areas include anything where you will need to analyse and evaluate evidence to reach a judgement on something, such as law, politics, research and medicine.



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

Information and advice: Ms D Kaouane, Subject Lead, [dkaouane@whitehavenacademy.org.uk](mailto:dkaouane@whitehavenacademy.org.uk)

<b>Key information about the course</b>	You will study French or German GCSE. These GCSE are a two-year course 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 will study a range of	topics under the overarching themes of: <ul style="list-style-type: none"> <li>• Theme 1: Lifestyle and wellbeing</li> <li>• Theme 2: My neighbourhood</li> <li>• Theme 3: Media and technology</li> <li>• Theme 4: Studying and my future</li> <li>• Theme 5: Travel and tourism</li> </ul>
<b>Key areas and skills that will be developed</b>	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/teamwork 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 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.
<b>Main methods of assessment</b>	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 tier (grades 1-5) or higher tier (grades 4-9) and must take all four exams at the same tier.
<b>Possible career pathway</b>	Learning a language at GCSE opens door to further and higher education. There are lots of different careers in which knowing a language is a great advantage, for example: interpreter,	translator, teacher, political risk analyst, language analyst at GCHQ, journalist, flight attendant, accountant and civil servant.

\* Students can only opt for the language they are currently studying



respect | resilience | responsibility | be the best you can be

## GCSE MUSIC

Information and advice: Miss E Pearson, Teacher, [epearson@whitehavenacademy.org.uk](mailto:epearson@whitehavenacademy.org.uk)

<b>Key information about the course</b>	GCSE Music enables you to develop and enhance your knowledge and understanding of music	through four interrelated areas of study.
<b>Key areas and skills that will be developed</b>	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.
<b>Preferred entry requirements</b>	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.
<b>Main methods of assessment</b>	<b>Component 1:</b> Performing. Internally assessed, externally moderated. 30% of qualification. <b>Component 2:</b> Composition. Internally assessed,	externally moderated. 30% of qualification <b>Component 3:</b> Appraising. Written examination (approx. 1 hour 15 minutes). 40% of qualification.
<b>Possible career pathway</b>	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.



be the best you can be | respect | resilience | responsibility

# GCSE PSYCHOLOGY

Information and advice: Miss A Nicholl, ANicholl@whitehavenacademy.org.uk

## Key information about the course

AQA GCSE Psychology explores the scientific study of the mind and behaviour, including how people think, feel, act and interact with others. This course covers a variety of topics which provide a good foundation in the subject. You will gain knowledge of psychological concepts as well as developing the ability to apply and evaluate your knowledge.

### Paper 1 (Cognition and Behaviour)

**Memory:** Exploring the processes and structures associated with memory, the idea that memory is an active process and the factors which can affect memory.

**Perception:** This considers the difference between sensation and perception, theories of perception and the factors influencing how we perceive the world around us.

**Development:** Beginning with early brain development this section explores Piaget's theory of cognitive development and how this informs our approach to education, we also consider the effects of learning on development through other key theories

**Research Methods:** This is a key component exploring how we conduct psychological

research, it considers different experimental designs and processes associated with gathering data. Additionally, we explore some aspects of data handling such as descriptive statistics and displaying data.

### Paper 2 (Social Context and Behaviour)

**Social Influence:** This section considers how people interact with one another by examining conformity, obedience, prosocial behaviour and crowd behaviour.

**Language, Thought and Communication:** During this section we will consider how language and thought are linked, how human communication differs to animal communication, types of non-verbal communication and explanations for them.

**Brain and Neuropsychology:** This section examines what we know about neuropsychology including the structure and function of neurons, the nervous system and the brain as well as considering how we study these functions.

**Psychological Problems:** This section explores mental health and its impacts by discussing symptoms, diagnosis, theories and therapies associated with depression and addiction.

## Key areas and skills that will be developed

The questions you find in the exam focus on your ability to explain, apply and evaluate your knowledge. However, within the classroom there is scope to develop your ability to criticise varying perspectives

and structure an appropriate argument, to consider the wider implications of research including ethical implications, to apply your mathematical knowledge and improve your understanding of the scientific process.

## Main methods of assessment

GCSE Psychology is assessed across two end-of-course examinations (50% each). Each paper is 1 hour 45 minutes and uses a

combination of multiple choice, short answer and extended writing tasks.

## Possible career pathways

This course will suit anyone who wants to work with people across areas such as education, health and social care, childcare, human resources, business,

sport, public services and research. It can also support further study across a range of courses at level 3 and above.



# GCSE ART & DESIGN: 3D DESIGN

Information and advice: Miss S Lewthwaite, Curriculum Leader, [slewthwaite@whitehavenacademy.org.uk](mailto:slewthwaite@whitehavenacademy.org.uk)

## Key information about the course

GCSE 3D Design is an exciting creative course for students who enjoy working with materials, designing and making, and exploring how objects and spaces are created.

This subject allows you to develop your own ideas through practical work, experimentation, and imaginative problem-solving.

Throughout the course, you will investigate a wide range of three-dimensional design styles and techniques, taking inspiration from artists,

designers, craftspeople and architects. You will have the opportunity to produce personal, meaningful work that reflects your interests, creativity and growing confidence as a designer-maker.

This course is ideal for students who want to explore creativity in a hands-on way, developing both artistic skill and practical understanding of materials and form.

## Key areas and skills that will be developed

You will build a broad range of creative and technical skills, including:

- Developing original design ideas through sketching, modelling and practical experimentation.
- Learning how to work confidently with a variety of materials such as wood, plastics, card, clay, and mixed media.
- Understanding form, structure, texture and surface decoration.
- Exploring how designers create products, sculptures, interiors and architectural models.

- Improving drawing skills, including observational drawing and design drawing.
- Using creative problem-solving to refine and improve outcomes.
- Building independence through planning, making and evaluating work.
- Presenting work clearly in a sketchbook or design portfolio, showing the full creative journey.
- The course encourages students to take creative risks, explore new techniques, and develop their own personal style.

## Main methods of assessment

GCSE 3D Design is assessed entirely through coursework and a final practical exam project. There is no written exam.

Assessment is made up of two components:

### Component 1: Portfolio (60%)

Students produce a portfolio of work created over the 2 year course, showing a range of skills, ideas and outcomes. This includes research, experimentation, development and final pieces.

### Component 2: Externally Set Assignment (40%)

Towards the end of the course, students complete

a final project based on a theme provided by the exam board. This includes preparation time and a supervised practical making period where the final outcome is produced.

You will be assessed on your ability to:

- Develop ideas and explore creative possibilities.
- Experiment with materials and techniques.
- Record observations and inspiration.
- Produce a personal final outcome that reflects their design journey.

## Possible career pathways

GCSE 3D Design is an exciting creative course for students who enjoy working with materials, designing and making, and exploring how objects and spaces are created. This subject allows you to develop your own ideas through practical work, experimentation, and imaginative problem-solving.

Throughout the course, you will investigate a wide range of three-dimensional design styles and

techniques, taking inspiration from artists, designers, craftspeople and architects. You will have the opportunity to produce personal, meaningful work that reflects your interests, creativity and growing confidence as a designer-maker. This course is ideal for students who want to explore creativity in a hands-on way, developing both artistic skill and practical understanding of materials and form.



# GCSE RELIGIOUS STUDIES

For information and advice: Mrs K Knight, Curriculum Leader, [kknight@whitehavenacademy.org.uk](mailto:kknight@whitehavenacademy.org.uk)  
Mr C Ismay, Teacher, [cismay@whitehavenacademy.org.uk](mailto:cismay@whitehavenacademy.org.uk)

<b>Key information about the course</b>	<p>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</p>	<p>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.</p>
<b>Key areas and skills that will be developed</b>	<ul style="list-style-type: none"> <li>• Develops learners’ knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism.</li> <li>• Expands skills in articulation and verbal reasoning, at a time when speaking and standing up for what you believe in is so incredibly important.</li> <li>• Enables students to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.</li> <li>• 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.</li> </ul>
<b>Main methods of assessment</b>	<p>Three examination papers. <b>Paper 1: Religious, Philosophical and Ethical Studies in the Modern World</b> – 2 hours 50% GCSE.</p>	<p><b>Paper 2: Study of Christianity</b> – 1 hour 25% GCSE. <b>Paper 3: Study of a World Faith (currently Buddhism)</b> – 1 hour 25% GCSE.</p>

<b>Main methods of assessment</b>	<p><b>Component 1: Religious, Philosophical and Ethical Studies in the Modern World.</b> Two-hour written examination based upon knowledge, understanding and evaluation of the four key themes (50%).</p> <ul style="list-style-type: none"> <li>• Issues of Relationships.</li> <li>• Issues of Life and Death.</li> <li>• Issues of Good and Evil.</li> <li>• Issues of Human Rights.</li> </ul>	<p><b>Component 2: Study of Christianity.</b> One-hour written examination based upon knowledge, understanding and evaluation of the beliefs, teaching and practices of the religion (25%).</p> <p><b>Component 3: Study of a World Faith.</b> One-hour written examination based upon knowledge, understanding and evaluation of the beliefs, teaching and practices of the chosen religion (25%).</p>
<b>Possible career pathway</b>	<p>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</p>	<p>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.</p>



## BTEC LEVEL 1/2 TECH AWARD: SPORT

Information and advice: Mrs K Lewis, Curriculum Leader, [klewis@whitehavenacademy.org.uk](mailto:klewis@whitehavenacademy.org.uk)

<p><b>Key information about the course</b></p>	<p>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,</p>	<p>communication and technical skills. Students will study three components of work:</p> <ol style="list-style-type: none"> <li>1 Preparing Participants to Take Part in Sport and Physical Activity.</li> <li>2 Taking Part and Improving Other Participants Sporting Performance.</li> <li>3 Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity.</li> </ol>
<p><b>Key areas and skills that will be developed</b></p>	<p>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.</p>	<p>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.</p>
<p><b>Main methods of assessment</b></p>	<p><b>Components 1 and 2</b> 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</p>	<p>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.</p>

<p><b>Main methods of assessment</b></p>	<p><b>There is one externally assessed component: Component 3</b>, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. Component 3 develops understanding of Developing Fitness, Improve Other Participants</p>	<p>Performance in Sport and Physical Activity. 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.</p>
<p><b>Possible career pathway</b></p>	<p>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</p>	<p>healthy lifestyle. The course is recognised by further education and higher education institutions, as well as by employers and other training providers.</p>



## GCSE PHOTOGRAPHY

For more information: **Mrs McMurdo, Assistant Headteacher** [mmcmurdo@whitehavenacademy.org.uk](mailto:mmcmurdo@whitehavenacademy.org.uk)  
**Mrs E Stapleton, Teacher** [estapleton@whitehavenacademy.org.uk](mailto:estapleton@whitehavenacademy.org.uk)

### Key information about the course

This Photography course is the practice of capturing and producing images using different methods that include the use of light-sensitive materials, or digital methods of development and

production to create static or moving images. Students will produce work exploring different areas of photography, such as portraiture, location and experimental imagery.

### Key areas and skills that will be developed

You will learn how to take and further develop quality photographs in response to a series of themes and starting points. You will broaden your knowledge and understanding of a range of photographers and draw inspiration from different ways of working. Alongside these skills you will be expected to:

- Develop, refine and record your own ideas.

- Present personal responses and realise your intentions.
- Improve your creative skills through a range of digital and practical experimental techniques to enhance your photographs.
- Use drawings and annotations to record your ideas as they develop.

### 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 is issued in January of Year 11 and features seven tasks. You choose one task to complete. You have preparation time, plus 10 hours of supervised time. This is worth 40% of your total marks.

### Additional information

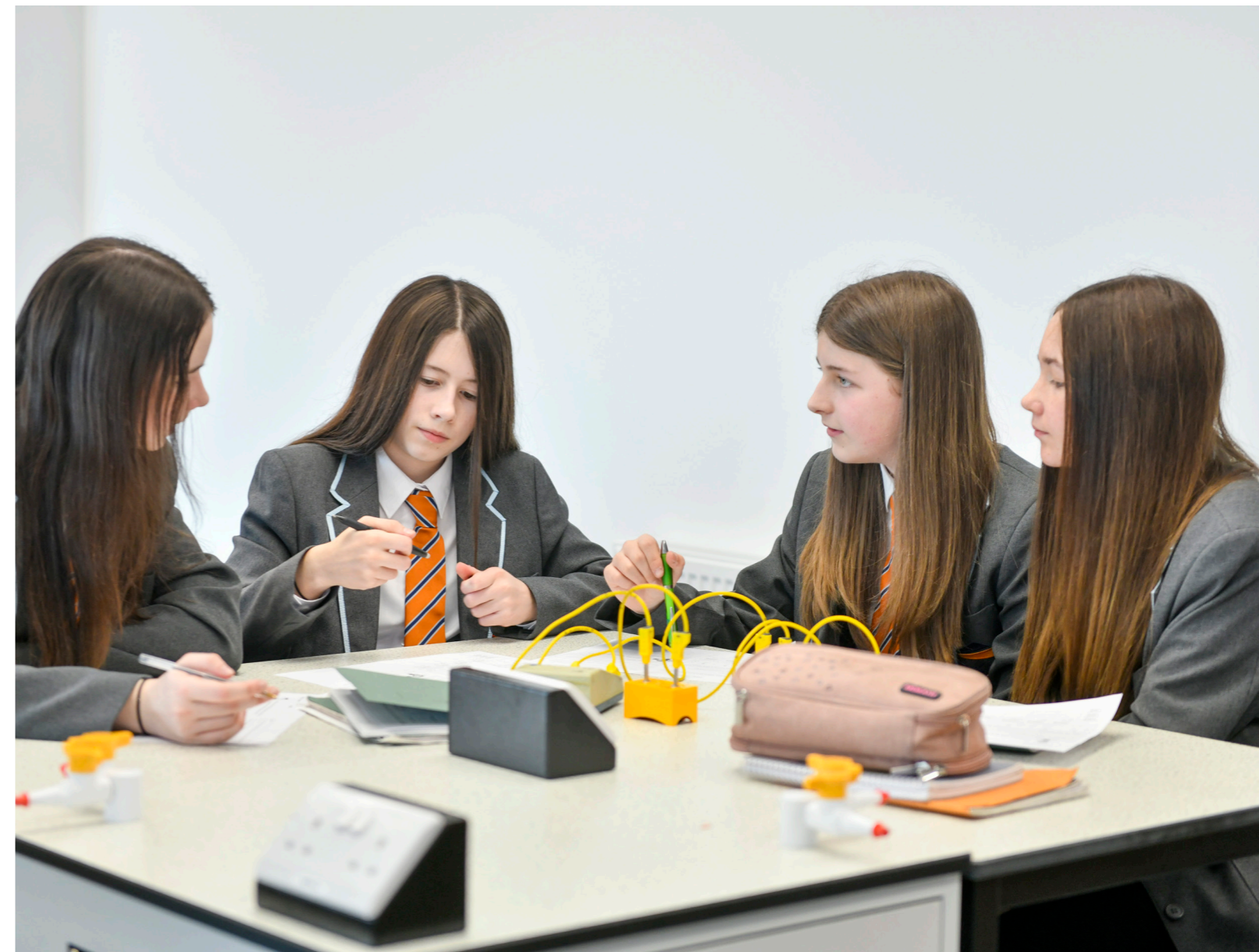
The photography course is a way of observing and recording things around you in creative and innovative ways. The nature of the course allows for you to capture a wide range of images and to be selective through an evaluation process over which

images you will further develop. You are expected to show evidence throughout your portfolio of how your work has been influenced by other practitioners.

### Possible career pathway

The photography course not only allows for the development of practical photography skills, it also allows for the development of a wide range of transferable skills that are relevant to a range of careers. Skills such as managing a project, teamwork, time management, working

independently, observation skills all become highly developed throughout the course. Potential careers such as commercial photography, photojournalism, curators, TV/film camera operator, advertising, fashion, digital photo editors, web design, publishing and marketing are all relevant to photography.



# THE CONNECT PATHWAY

The Connect Pathway is an exciting new programme specially designed for selected students who struggle to access the mainstream curriculum. The aim is to support students in overcoming their academic and social difficulties so that they can achieve their potential by developing their confidence, self-esteem and ambition for the future. The Connect Pathway is firmly linked to the National Curriculum and is differentiated to ensure every student understands their emotions, improves their ability to regulate their behaviour and re-ignites their love of learning.

## Core subjects

Students following the Connect Pathway will have lessons in all core subjects that all students must study, as part of the National Curriculum. These are:

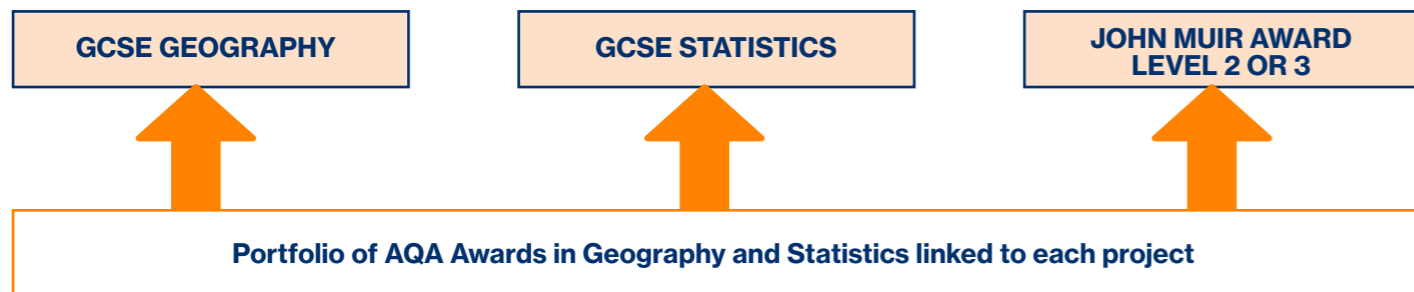
- GCSE ENGLISH LANGUAGE
- GCSE ENGLISH LITERATURE
- GCSE MATHS
- GCSE SCIENCE CORE
- PE
- PERSONAL DEVELOPMENT AND CITIZENSHIP

## Option subjects

Students will choose one option from the large range of optional

Our aim is to promote a culture that effectively breaks down the barriers to learning by creating an engaging, safe and stimulating learning environment. We aim to enhance a child's sense of worth, and an understanding of their place in society and together with a strong focus on academic qualifications we plan to equip students with the key to success. We want to promote the re-engagement of learners and help them to achieve their optimum learning potential.

subjects we have available. They can choose any subject. However instead of choosing a second and third option the students on the Connect Pathway will study 6 hours of outdoor practical project-based learning that connects students with their local environment. Students will learn through the core requirements of GCSE Geography and GCSE Statistics through a series of projects that focus on learning outside of the classroom. Students will build a portfolio of AQA Awards in Geography and Statistics which will help them achieve in GCSEs. In addition, students will build on previous work in Creative Curriculum and can achieve a level 2 or 3 John Muir Outdoor Learning Award.



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 the EBACC Block		Choose two subjects from the Open Block	
Computer Science		Art	Geography
French		Business Studies	German
Geography		Computer Science	Health & Social Care (BTEC)
German		Creative iMedia (Cambridge National)	History
History		Dance	Music
		Design Technology	3D Design
		Engineering (Cambridge National)	Photography
		Food and Nutrition	Psychology
		French	Religious Studies
			Sports (BTEC)

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 20th March.



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**GCSE PROSPECTUS OPTIONS**

**2026**