

Subject area	Art/Technology	Department	Art/Technology
HoD	Miss H Evans	HOD email	hevans@airedaleacademy.com
Department staff	H Evans, N Amos, S Stanley and S Worrilow		

Year group	10	Option		Subject name	Creative Craft
Periods/week	2	Qualification	NCFE Level 2 Certificate in Creative Studies		
Weblink	http://www.ncfe.org.uk/qualification-search/ncfe-level-2-certificate-in-creative-studiescraft-1277.aspx				

Overview

The objectives of this qualification are to help learners to:

- use raw materials, tools and equipment in a safe and competent manner
- develop analytical and research skills
- evaluate their own work, develop ideas and learning through the craft process
- develop an understanding of health and safety considerations in the craft environment
- develop an overview of enterprise skills and characteristics present in successful enterprising individuals
- develop communication skills through a range of media.

Units studied

Unit 01 - Exploring craft and enterprise skills

At this level, learners will already have developed basic craft skills and knowledge of materials and techniques. In this unit, learners will extend their understanding of how to exploit the strengths and weaknesses of materials and resources according to their ideas and intentions. They will develop techniques to use the materials and resources appropriately and will observe health and safety procedures.

Unit 02 - Research and develop design ideas for craft items

Learners will draw ideas from a range of sources to explore possible ways forward and will develop them creatively to achieve their intended outcome(s). Learners will record significant points of development in their craft work and will reflect on what they have done, making appropriate modifications in response to circumstances and feedback from Teachers and peers. Learners will follow health and safety procedures when developing and adapting ideas.

Unit 03 - Respond to a craft brief

In this unit, learners will use the information from a range of sources they research to inform their ideas in response to a given design brief. Learners will use visual techniques to present their final idea together with a costed project plan.

Unit 04 - Produce final craft work

In this unit learners will prepare and produce final craft item(s) following health and safety procedures. Learners will demonstrate a level of skill when using materials and techniques and will set and adhere to their own targets for production. Learners will evaluate what they have learnt through the whole craft process and how their final item(s) portrays their original ideas and intentions. Learners will reflect on their own technical skills.

Assessment

Internal assessment – portfolio of evidence. This will be graded by school staff and externally moderated

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by NCFE.
External assessment – assignment. This will be graded by NCFE.

Other info

Year group	10	Option		Subject name	GCSE Art
Periods/week	2	Qualification	AQA GCSE Art and Design		
Weblink	http://web.aqa.org.uk/qual/newgcse/art_dan_dra_mu				

Overview

Working to briefs and within themed areas, students will develop a portfolio of work for the coursework element of the course.

Units studied

Extended projects around 2 or 3 themes which may relate to some of the following:

- Landscapes
- Sculpture
- Urban Environment
- Fashion and Textiles
- Work of other artists and designers
- Pattern and art of other culture

Assessment

GCSE assessment criteria
Coursework – 60%
Controlled Test - 40%

Other info

Subject area	Art/Technology	Department	Art/Technology
HoD	Miss H Evans	HOD email	hevans@airedaleacademy.com
Department staff	H Evans, N Amos, S Stanley and S Worrilow		

Year group	10	Option		Subject name	GCSE Catering
Periods/week	2	Qualification	WJEC GCSE Catering		
Weblink	http://www.wjec.co.uk/qualifications/hospitality-and-catering/				

Overview

The GCSE Catering specification offers a unique opportunity for candidates to develop their knowledge and extend their skills within catering in a vocational context. It is a suitable qualification for those who want a broad background in this area and for those who wish to progress to further education.

Units studied

GCSE Catering requires learners to demonstrate knowledge and understanding of:

- the industry: accommodation; food and beverage; front of house
- the types of products and services provided
- a range of customer groups
- job roles, career opportunities and relevant training
- appropriate forms of communication within the industry
- the importance of record keeping
- the range of equipment used in the hospitality and catering industry.

Assessment

Unit 1: TWO practical tasks (controlled assessments) that pupils research, plan and evaluate.
Unit 2: ONE written paper of 1¼ hours externally set and marked.

Other info

Subject area	Art/Technology	Department	Art/Technology
HoD	Miss H Evans	HOD email	hevans@airedaleacademy.com
Department staff	H Evans, N Amos, S Stanley and S Worrilow		

Year group	10	Option		Subject name	GCSE Product Design
Periods/week	2	Qualification	AQA GCSE Product Design		
Weblink	http://web.aqa.org.uk/qual/newgcscs/dandt/new/product_overview.php				

Overview

Pupils who opt to study Product Design at GCSE will have the opportunity to develop and expand the skills they learnt in Key Stage 3. Year 9 & 10 concentrate on honing skills such as investigating design opportunities, developing design proposals, making, testing and evaluating and communication. Year 11 focuses on using these skills to complete a final Controlled Assessment which accounts for 60% of the final qualification.

Units studied

- 1) The evolution of product design,
- 2) Meeting consumer needs,
- 3) Design in practice,
- 4) Packaging and marketing,
- 5) Design in human context,
- 6) Global responsibility,
- 7) Product manufacture,
- 8) The use of ICT in production,
- 9) Manufacturing processes,
- 10) Sources and properties of materials,
- 11) Manipulating and combining materials.

Assessment

Written paper: 40% of total marks. 120 marks, 2 hours

Controlled Assessment: 60% of total marks.

A single design-and-make activity selected from a choice of set tasks, consisting of the development of a made outcome and a concise design folder and/or appropriate ICT evidence.

Other info

Subject area	Business	Department	Business
HoD	Mr L Wharin	HOD email	lwharin@airedaleacademt.com
Department staff	L Wharin, S Wharin and C Coleyshaw		

Year group	10	Option		Subject name	GCSE Business Studies
Periods/week	2	Qualification	GCSE Business Studies		
Weblink	http://www.edexcel.com/quals/gcse/gcse09/Business/				

Overview

Students of our Applied Business GCSE will:

- actively engage in the study of business to develop as effective and independent students and as critical and reflective thinkers with enquiring minds
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- appreciate the range of perspectives of different business stakeholders
- consider the extent to which business activity can be ethical and sustainable.

Units studied

The business world is constantly changing. The new course has been updated to give pupils the chance to learn about these changes as well as covering conventional material. There are two units to study on this course.

Unit 1

This unit is an investigation into what business enterprise is all about, including how businesses are organised and how people are involved. It also looks at new issues such as 'ethical' and 'green' business. You will focus on one local and one national or international business.

Unit 2

This unit focuses on how businesses record financial transactions, make payments and keep records of how they are doing. You will learn about balance sheets, profit and loss accounts and how to use these to understand business performance in a practical context.

Assessment

Unit 1 60% Controlled Assessment:

Pupils will carry out an investigation into you their two chosen businesses and will use the information gathered to respond to tasks set by the examining board. These tasks will be published in advance so that you will know what to expect. The completed tasks will be submitted to the exam board once they have been marked by your teachers.

Unit 2 40% Examination:

Pupils will apply their learning to the questions asked in an externally assessed test.

Other info

Subject area	<input type="text" value="Dance"/>	Department	<input type="text" value="Dance"/>
HoD	<input type="text" value="Mrs R Kelly"/>	HOD email	<input type="text" value="rdavies@airedaleacademy.om"/>
Department staff	<input type="text" value="R Kelly"/>		

Year group	<input type="text" value="10"/>	Option	<input type="text" value=""/>	Subject name	<input type="text" value="GCSE Dance"/>
Periods/week	<input type="text" value="2"/>	Qualification	<input type="text" value="AQA GCSE Dance"/>		
Weblink	<input type="text" value="http://web.aqa.org.uk/qual/newgcse/art_dan_dra_mus/new/dance_overview2.php"/>				

Overview

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

Units studied

Unit 1 - Critical Application 20% written examination
Unit 2 - Performance of a set dance 20% Practical examination
Unit 3 - Performance in a Duo / Group 20% Controlled assessment
Unit 4 - Choreography 40% Controlled assessment.

Assessment

External exam, 1 hour written paper and controlled assignments
Greater focus on practical work with 80% of the total marks for performance and choreography and the written exam only 1 hour

Other info

Lots of extra curriculum activities on offer.
Opportunities for live performances and theatre trips.
Whole school productions and visitor workshops.

Subject area	Drama	Department	Drama
HoD	Mr R Billings	HOD email	rbilling@airedaleacademy.com
Department staff	R Billings, T Bell, R Nickerson		

Year group	10	Option		Subject name	BTEC Performing Arts
Periods/week	2	Qualification	BTEC First in Performing Arts (Acting)		
Weblink	http://www.edexcel.com/quals/firsts2012/performing-arts/Pages/default.aspx				

Overview

Performing Arts is a practical based subject which allows pupils to develop their skills in a number of areas.

Units studied

Unit 1 Individual showcase 30GLH
Externally assessed- Learners will complete a letter of application and a presentation / audition in response to a selected progression opportunity.

Unit 2 Preparation, Performance and production 30GLH
Develop a performance piece as a member of a fictional performance company. Develop skills in preparation, production and performance.

Assessment

Both Internal and external. Assignments and live performances.

Other info

There are lots of extracurricular activities on offer with opportunities for live performances and visits to the theatre. There are whole school productions and visitor workshops to take part in.

Subject area	<input type="text" value="Drama"/>	Department	<input type="text" value="Drama"/>
HoD	<input type="text" value="Mr R Billings"/>	HOD email	<input type="text" value="rbilling@airedaleacademy.com"/>
Department staff	<input type="text" value="R Billings, T Bell, R Nickerson"/>		

Year group	<input type="text" value="10"/>	Option	<input type="text" value=""/>	Subject name	<input type="text" value="GCSE Drama"/>
Periods/week	<input type="text" value="2"/>	Qualification	<input type="text" value="Edexcel GCSE Drama"/>		
Weblink	<input type="text" value="http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/UG030946_GCSE_Drama_Spec_2012.pdf"/>				

Overview

Drama and is a practical based subject which allows pupils to develop their skills in a number of areas.

Units studied

Unit 1 - Drama Exploration (30% of the GCSE)

Overview of content

The student will explore a devised topic/theme/issue.

Overview of assessment

Students will take part in a six-hour practical exploration.

Students will produce a documentary response (recommended maximum 2000 words)

Unit 2 - Exploring Play Texts (30% of the GCSE)

Overview of content

The student will study using explorative strategies a full and substantial play text.

The student is required to experience live theatre as a member of the audience.

Overview of assessment

Students will take part in a six-hour practical exploration of the play text.

Students will produce a documentary response to practical exploration (recommended maximum 1000 words)

Students will produce a documentary response to live theatre (recommended maximum 2000 words)

Unit 3 - Drama Performance (40% of the GCSE)

Overview of content

To allow the student to demonstrate knowledge and understanding of practical drama skills through their application in a live performance and to communicate to an audience.

Overview of assessment

Students will present their work as either performers or performance support students in a single performance to an examiner appointed by Edexcel.

Assessment

Both Internal and external. Assignments and live performances.

Other info

There are lots of extracurricular activities on offer with opportunities for live performances and visits to the theatre. There are whole school productions and visitor workshops to take part in.

Subject area	English	Department	English
HoD	Mrs L Reader	HOD email	lreader@airedaleacademy.com
Department staff	L Reader, C Sansom, J Healy, G Skyner, A Varley, K Wilson, A Blaikie, S Smyth, K Field, V Lewis. A Fowler		

Year group	10	Core	Subject name	English Literature
Periods/week	2	Qualification	WJEC GCSE English Literature	
Weblink	http://www.wjec.co.uk			

Overview

Our current year 10s have embarked upon the new WJEC English Literature course specification for 2015-17. This qualification is a linear course which means that it is assessed entirely through the examinations which students will be sitting in year 11.

Units studied

Students will read and analyse Shakespeare's Romeo and Juliet, R.L.Stevenson's The Strange Case of Dr Jekyll and Mr Hyde, J.B.Priestley's An Inspector Calls, poetry from the WJEC Poetry Anthology as well as completing an unseen poetry analysis. Through these different texts, students will be assessed on their ability to understand the plot and characters, recognise and analyse the language and style employed by the author and also develop an understanding of life at the times for each of the texts. Spelling, punctuation and grammar is also assessed through the different units so the development of written accuracy is something which students must invest their time in.

Assessment

100% linear exam

Other info

Revision materials to complement classroom teaching can be provided by class teachers and CGP revision guides are also available to order.

Subject area	English	Department	English
HoD	Mrs L Reader	HOD email	lreader@airedaleacademy.com
Department staff	L Reader, C Sansom, J Healy, G Skyner, A Varley, K Wilson, A Blaikie, S Smyth, K Field, V Lewis. A Fowler		

Year group	10	Core	Subject name	GCSE English Language
Periods/week	5	Qualification	WJEC GCSE English Language	
Weblink	http://www.wjec.co.uk/index.php?subject=51&level=7			

Overview

Pupils entering year 10 in 2015 will study a brand new linear GCSE, which will be graded 1-9. The new GCSE English course provides students with the opportunity to explore a wealth of literature and non-fiction texts and create their own pieces of writing, both creative and functional. There is plenty of variety in terms of the topics and skills covered, meaning all students are able to flourish in the subject. Spelling, punctuation and grammar are assessed as 40% of the new qualification, so it is vital all students are as confident as possible in these areas. Reading at home will improve students' own written work, and therefore should be encouraged as a priority. Exploration of non-fiction texts (newspapers, websites, encyclopaedias) as well as fiction should be encouraged. The GCSE requires a good level of comprehension and a familiarity with a wide range of texts.

Units studied

Thematic units will be taught, covering the skills required for the entire GCSE. Each unit will include the opportunity to write creatively, read both fiction and non-fiction texts and create their own functional written pieces (including articles, letters, reports, reviews, speeches and leaflets). Material from across the 19th, 20th and 21st century will be included, to ensure pupils are as well-read and familiar with a range of writing styles as possible.

Speaking and Listening – students begin the course with an assessed presentation, entitled 'The History of Me' where they use three props to talk about themselves and their life. This grade is reported separately and does not contribute to the overall GCSE mark.

Assessment

100% terminal examination, sat in two papers in 2017

Other info

Subject area	French	Department	French
HoD	Mr S Le Gall	HOD email	slegall@airedaleacademy.com
Department staff	S Chambers, S Le Gall and K McCarthy		

Year group	10	Core	Subject name	GCSE French
Periods/week	2	Qualification	Edexcel GCSE French	
Weblink	www.edexcel.com			

Overview

Students will work towards completion of their French GCSE. They will work on all 4 key-skills of writing, listening, reading and speaking. They will be introduced to the concept of controlled assessments in writing and speaking.

Units studied

Common topics studied in the GCSE syllabus are holidays, work experience, personal information, school and future plans as well as leisure activities.

Assessment

GCSE assessments are divided between writing and speaking which are controlled assessments (All students are completing work during lessons and work is eventually externally assessed by the exam board) and reading and listening who are reviewed throughout the year but are assessed at the end of the year.

- Speaking (2 assessments): each assessment worth 15% of GCSE
- Writing (2 assessments): each assessment worth 15% of GCSE
- Reading (1 assessment): worth 20% of GCSE
- Listening (1 assessment): worth 20% of GCSE

Other info

Subject area	Geography	Department	Geography
HoD	Miss D Forrester	HOD email	dforrester@airedaleacademy.com
Department staff	D Forrester, R Dudderidge, M Leake, K Elliott, M Parkin		

Year group	10	Core	Subject name	GCSE Geography
Periods/week	2	Qualification	AQA GCSE Geography	
Weblink	www.aqa.org.uk/GeogA			

Overview

GCSE Geography has a focus on the geographical processes that shape our world through a study of physical and human geography in discrete, self contained topic areas. The use of topical case studies ensures that the subject remains relevant to the ever changing world in which we live. In addition, it provides the opportunity to develop communication; map; ICT; Interpersonal; literacy; numeracy; problem solving and entrepreneurial skills.

This qualification lays an appropriate foundation for further study of geography or related subjects. Furthermore, it provides a worthwhile course for candidates of various ages and backgrounds in terms of general education and lifelong learning.

Units studied

The Coastal Zone – The key ideas studied are:

- The coast is shaped by weathering, mass movement, erosion, transportation and deposition.
- Distinctive landforms result from different processes.
- Rising sea level will have important consequences for people living in the coastal zone.
- Coastal erosion can lead to cliff collapse. This causes problems for people and the environment.
- There is discussion about how the coast should be managed. There is debate about the costs and benefits of 'hard' and 'soft' engineering.
- Coastal areas provide a unique environment and habitat. There is a need for conservation and this leads to conflict with other land uses.

Population Change – The key ideas studied are:

- Over time the global population increases and the population structures of different countries change.
- A range of strategies has been tried by countries experiencing rapid population growth.
- An ageing population impacts on the future development of a country.
- Population movements impact on both the source regions of migrants and the receiving countries.

Tourism – The key ideas studied are:

- The global growth of tourism has seen the exploitation of a range of different environments for holiday makers.
- Effective management strategies are the key to the continuing prosperity of tourist areas in the UK.
- Mass tourism has advantages for an area but strategies need to be in place to reduce the likelihood of long-term damage.
- Extreme environments are susceptible to environmental damage from the development of tourism.
- Sustainability requires the development of ecotourism.

Assessment

Pupils are assessed throughout the course by a combination of regular exam practice (at home and in class), end of unit tests and a mock examination in the summer term.

Other info

Subject area	Health and Social Care	Department	Health and Social Care
HoD	Mrs C Shillito	HOD email	cshillito@airedaleacademy.com
Department staff	C Shillito, M Sanderson, E Harrap		

Year group	10	Option	Subject name	BTEC Health and Social Care
Periods/week	2	Qualification	BTEC Level 2 Diploma in Health and Social Care	
Weblink	http://www.edexcel.com/quals/firsts/hsc/Pages/default.aspx			

Overview

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

This course will appeal to you if you:

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

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

Units studied

Unit 3 – Individual Needs in Health and Social Care

The aim of this unit is enable students to gain knowledge, understanding and skills related to meeting individual needs. Students explore the influence of these needs on health and wellbeing and how they may be addressed to improve the health and wellbeing of an individual.

Unit 8 – Human Lifespan Development

The aim of this unit is to enable students to develop a knowledge and understanding of different aspects of human growth and development across the main life stages. Students also explore some of the different positive and negative influences which can affect development

Unit 11 – The Impact of Diet on Health

The aim of this unit is to enable students to gain knowledge and understanding of diets and their impact on health. Students explore the importance of a balanced diet, the effects of diet on health, the dietary needs of individuals and food safety and hygiene.

Unit 5 – Vocational Experience in a Health or Social Care setting

In this unit will prepare for and complete a period of work experience in a health or social care setting.

Assessment

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

Other info

Controlled assessment must be completed independently, though students will be given support and

Subject area **Department**
HoD **HOD email**
Department staff

preparation time in class. Catch-up sessions are available after school for students who have missed lesson time and need to complete assignments.

All students must complete 30 hours of work experience in a Health, Social or Early years setting in Year 10.

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

Subject area	History	Department	History
HoD	Miss L Snaith	HOD email	lsnaith@airedaleacademy.com
Department staff	L Snaith, H Tordoff, S Wheatley and N Kelly		

Year group	10	Core	Subject name	GCSE History - Modern World
Periods/week	2	Qualification	OCR GCSE History	
Weblink	http://www.ocr.org.uk/qualifications/type/gcse_2012/hss/history_b/			

Overview

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

The History department at Airedale Academy is pleased to be able to offer two options for our students to study. The SHP focuses on the American West and Medicine through time where the OCR Modern World focuses on developments from 1890-1945 including the peace treaties after WWI and the build up to WWII

Units studied

Core Content: Aspects of International Relations, 1919-2005
Section A: The Inter War Years, 1919-1939

Term One:

Key Question: Were the Peace Treaties of 1919-1923 fair?
What were the motives and aims of the Big Three at Versailles?
Why did the victors not get everything they wanted?
What were the immediate reactions to the peace settlement?
Could the treaties be justified at the time?

Term Two:

Key Question: To what extent was the League of Nations a Success?
What were the aims of the League?
How successful was the League in the 1920s?
How far did weaknesses in the League's organisation make failure inevitable?
How far did the Depression make the work of the League more difficult?
Why did the League fail over Manchuria and Abyssinia?

Term 3:

Key Question: Why had international Peace collapsed by 1939?
What were the long-term consequences of the peace treaties of 1919-1923?
What were the consequences of the failures of the League in the 1930s?
How far was Hitler's foreign policy to blame for the outbreak of war in 1939?
Was the policy of appeasement justified?
How important was the Nazi-Soviet Pact?
Why did Britain and France declare war on Germany in September 1939?

Assessment

Students will be assessed on a half-termly basis using a combination of end of unit tests and level

Subject area History **Department** History

HoD Miss L Snaith **HOD email** lsnaith@airedaleacademy.com

Department staff L Snaith, H Tordoff, S Wheatley and N Kelly

assessed pieces of writing.

Other info

Subject area	History	Department	History
HoD	Miss L Snaith	HOD email	lsnaith@airedaleacademy.com
Department staff	L Snaith, H Tordoff, S Wheatley and N Kelly		

Year group	10	Core	Subject name	GCSE History - Schools History Project
Periods/week	2	Qualification	OCR GCSE History	
Weblink	www.ocr.org.uk/qualifications/type/gcse_2012/hss/history_a/			

Overview

History fires pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past. Pupils find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies. The History department at Airedale Academy is pleased to be able to offer two options for our students to study. The SHP focuses on the American West and Medicine through time where as the OCR Modern World focuses on developments from 1890-1945 including the peace treaties after WWI and the build up to WWII

Units studied

Term 1

How and why has Medicine and Health changed through time?
Who created the drug known as the "wonder drug"?
How can an understanding of DNA help medicine to progress further?
How and why do we have the NHS?

Why was there a struggle for the Great Plains in the American West between 1840 and 1849?
Where are the Great Plains and why were they known as "The Great American Desert?"
What importance did the Buffalo hold to the Plains Indians?

Term 2

What was America's Manifest Destiny?
Why could a Mountain man be easily mistaken for a Sioux Indian?
Why did thousands of men, women and children head to California in the 1840s?
Who were the people living on the Great Plains in the 1860s and how did they make a living?

Term 3

Who were the cowboys and what was life on the trail really like?
Who dealt with crime in the West and was it always a success?
Why was there conflict on the Plains?

Assessment

Students sit two final examinations. They will also have their controlled assessment unit. During the course they will be informally assessed on a half-termly basis using a combination of end of unit tests and level assessed pieces of writing.

Other info

Trips taken to the Thackray Medical Museum, theatre production on Medicine through time and a site visit to Ferrybridge.

Subject area	IT	Department	IT
HoD	Mrs L Robinson	HOD email	lrobinson@airedaleacademy.com
Department staff	Robinson, S Dakin and J Colleyshaw		

Year group	10	Option		Subject name	BTEC Media
Periods/week	2	Qualification	BTEC First Award in Creative Digital Media Production		
Weblink	http://www.edexcel.com/quals/firsts2012/cdmp/Pages/default.aspx				

Overview

BTEC Firsts in Creative Digital Media Production aims to provide a practical, real-world approach to learning and develop specific knowledge and skills learners need to work successfully in the Media industry. The qualification allows students to develop an understanding about the digital media sector and its many products. It also requires students to research, plan and present ideas for a new digital media product in response to a client brief.

Units studied

Unit 1: Digital Media Sectors and Audiences – in this unit, learners will explore the digital media industry and all the five key sectors that fall under it (Digital Moving Image, Digital Audio Production, Digital Publishing, Website Production and Digital Games Production). They will also explore the different types of audiences and how audiences can engage with each sector.

Unit 2: Planning and Pitching a Digital Media Product – in this unit, learners will use their verbal, written and visual communication skills to enable them to formulate, develop and pitch ideas for a product, which they then plan to produce.

Unit 3: Digital Moving Image Production – in this unit, learners investigate key features of digital moving image productions, including structures and generic conventions. Practical production focuses on the use of camerawork and how it is used to convey meaning in a specific product.

Unit 7: Digital Games Production – in this unit, learners will gain knowledge of 2D and 3D digital games platforms and audiences. Learners will then chose either a 2D or 3D game as the focus for practical production and will create pre-visuals for it as well as documenting all aspects of the game and the requirements of the player. A working game demo will be produced using assets that are placed in a game engine.

Assessment

Unit 1 is an online test (25%)
Unit 2 is controlled assessment (25%).
Unit 3 is controlled assessment (25%).
Unit 7 is controlled assessment (25%).

Other info

Subject area	IT	Department	IT
HoD	Mrs L Robinson	HOD email	lrobinson@airedaleacademy.com
Department staff	Mrs Robinson, S Dakin and J Colleyshaw		

Year group	10	Option		Subject name	GCSE Computing
Periods/week	2	Qualification	OCR GCSE Computing		
Weblink	http://www.ocr.org.uk/qualifications/gcse-computing-j275-from-2012/				

Overview

Computing is fast becoming a part of curriculums in schools, with the advancement of technology and with the need for more technical people in many work areas. GCSE Computing is an introduction to the world of computers and similar devices, how they work, how they communicate, and how we make them work. With elements of computer hardware, software, networking, programming and study of technology in society this is perfect for developing not only an understanding of technology, but of logical thinking and problem solving.

Units studied

Unit A451 - Computer systems and programming
Unit A452 - Current trends in computing (Controlled Assessment)
Unit A453 - Programming project (Controlled Assessment)

Assessment

Unit A451 is worth 40% of the overall grade (Written paper, examiner verified)
Unit A452 is worth 30% of the overall grade (centre marked and examiner verified)
Unit A453 is worth 30% of the overall grade (centre marked and examiner verified)

Other info

GCSE Computing is part of the EBacc.

Subject area	IT	Department	IT
HoD	Mrs L Robinson	HOD email	lrobinson@airedaleacademy.com
Department staff	Mrs Robinson, S Dakin and J Colleyshaw		

Year group	10	Core	Subject name	ICT
Periods/week	1	Qualification	BCS Level 2 Certificate in IT Application Skills	
Weblink	http://www.bcs.org/upload/pdf/it-application-skills.pdf			

Overview

The BCS IT Application Skills qualification is a fixed selection of four level 2 application units developed by e-Skills, the sector skills council for IT and Telecoms. The course aims to prepare school leavers for the world of work.

Units studied

Word Processing

Students will be able select and use a range of word processing software tools and techniques to produce documents such as mail merge.

Spreadsheet software

Students will be able to use a wide range of spreadsheet software tools and techniques to produce, present and check spreadsheets. They will be able to set up spreadsheets themselves and use formulas and functions.

Presentation software

Students will be able to select and use a wide range of presentation software tools and techniques effectively to produce presentations.

Improving Productivity

Students will be able to plan and review their use of predefined or commonly used IT tools for activities. They need to be able to use appropriate IT systems and software for different purposes.

Assessment

Word Processing – externally assessed (25%)
Spreadsheet software – externally assessed (25%)
Presentation software – externally assessed (25%)
Improving Productivity – externally assessed (25%)

Other info

Subject area	Maths	Department	Maths
HoD	Mr M Loftus	HOD email	mloftus@airedaleacademy.com
Department staff	M Loftus, S Moore, C Eastwood, D Lockett, M Arbon, M Robinson, R Taylor and B Coleman		

Year group	10	Core	Subject name	GCSE Mathematics
Periods/week	5	Qualification	GCSE Maths	
Weblink	http://www.aqa.org.uk/subjects/mathematics/gcse			

Overview

The core topics are divided into 32 units for Higher tier and 34 units for foundation which are spread over three terms and are continually assessed and monitored for progress. After year 10 pupils will have a good base knowledge of mathematics, its key skills and the relevance of the subject to real world situations and problems.

Units studied

In year 10 we focus on the key mathematical skills required to successfully progress into year 11 when public examinations will be undertaken. The core topics are:

- Numbers, integers, decimals, fractions
- Algebra, Equations, expressions, graphs
- Geometry, shape and space
- Measures, units of measure
- Statistics, collection, representation and interpretation of data
- Probability

Assessment

20 minute tests at the end of each unit to assess progress
End of term tests (full past paper)

Other info

Subject area	Music	Department	Music
HoD	G Woodfine	HOD email	gwoodfine@airedaleacademy.com
Department staff	G Woodfine		

Year group	10	Option		Subject name	GCSE Music
Periods/week	2	Qualification	AQA GCSE Music		
Weblink	http://web.aqa.org.uk/qual/newgcse/art_dan_dra_mus/new/music_overview2.php				

Overview

In GCSE Music, students build on their knowledge, understanding and skills from KS3. They attend weekly instrumental lessons to prepare them for their solo and ensemble performances throughout the course. The key areas of study include rhythm and metre, harmony and tonality, texture and melody, timbre and dynamics, structure and form which will be explored through western classical music, popular music of the 20th and 21st centuries and world music. Students will demonstrate their knowledge of these in the listening exam and composition units of coursework.

Units studied

Unit 1: Listening and appraising
Unit 2: Composing and appraising
Unit 3: Performing music
Unit 4: Composing music

Assessment

Unit 1: 1 hour listening examination
Unit 2: Composition and appraisal
Unit 3: Solo performance and ensemble performance
Unit 4: Composition (25 hours to complete under supervision)

Other info

Students would benefit from taking Graded examinations on their music instrument/voice.

Subject area	PE	Department	PE
HoD	Mrs K Ball/Mr R Singleton	HOD email	kball@airedaleacademy.com/rsingleton@
Department staff	K Ball, R Singleton, E Ward and A Dean		

Year group	10	Option		Subject name	BTEC Sport
Periods/week	2	Qualification	BTEC First in Sport		
Weblink	http://www.edexcel.com/quals/firsts10/sport/Pages/default.aspx				

Overview

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

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

Units studied

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

- **Anatomy & Physiology:** Students will learn about the function of the main systems of the body and how these systems are used during exercise.
- **Fitness Testing & Training:** Students will learn about a range of fitness tests used to measure an athlete's sporting prowess. They will be expected to take part and conduct these tests alongside their classmates.
- **Practical Sport:** Students will analyse the tactics, skills, rules and techniques used in a selected team and individual sport. They will be expected to take part in practical sessions linked to their assignment.
- **Nutrition for Sports Performance:** Students will learn how to prepare for sporting competitions and events. They will understand how a balanced and healthy diet can affect sports performance.
- **Effects of Exercise:** Students will learn about how the effects of exercise can impact upon the bodies main systems. They will link this knowledge with previous learning to complete a detailed assignment.
- **Development of Personal Fitness:** Students will produce an individual training programme which is linked to their specific requirements. They will be expected to design and take part in practical sessions linked to their PEP.
- **Leading Sport Activities and Planning & Leading a Sports Events:** Students will develop their knowledge and understanding of how to lead sports sessions and organise a sporting event. They will visit local primary schools to deliver skills sessions to groups of students and take ownership of running a sports tournament.

Assessment

The BTEC First In Sport Diploma is 100% coursework. Students will be given either a Pass, Merit or Distinction grade for each assignment. Students will then be given an overall unit grade when each task has been completed. Students will be given an overall grade based on the portfolio of units they submit at the end of year 10.

Other info

A good understanding of the rules, tactics and techniques of a variety of sports is desirable. Students will have the opportunity to develop their leadership skills by assisting Airedale Academy sporting events and assisting in local primary schools.

Subject area	PE	Department	PE
HoD	Mrs K Ball/Mr R Singleton	HOD email	kball@airedaleacademy.com/rsingleton@
Department staff	K Ball, R Singleton, E Ward and A Dean		

Year group	10	Core	Core	Subject name	PE
Periods/week	2	Qualification	None		
Weblink	None				

Overview

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

Units studied

In Year 10 students are encouraged to take on different roles and responsibilities, including leadership, coaching and officiating. Lessons are taught through game orientated activities to develop students' tactical ability and knowledge of rules. Lessons explore exciting new sports from around the world and give students the opportunity to enhance their engagement with the new concepts, processes and techniques.

Sporting areas including;

- Invasion games - football, rugby, netball, basketball, tchoukball, handball, american football, uni-hockey
- Net and wall activities – badminton, short tennis, volleyball
- Striking and fielding sports – rounders, baseball, table tennis, cricket
- Maximum performance activities – athletics,
- Exploring ideas through creativity – trampolining, gymnastics, leadership, orienteering
- Health and Fitness – circuits, weights, fitness suite, bikes, cyber coach

Assessment

Assessment is through successful completion of ten targets that are set according to the Key Stage 4 Curriculum. Students have to achieve all targets various sporting areas. Effort levels are also given to students in line with the school policy.

Other info

Extra-curricular activities provide great opportunities for students to participate in an Airedale Academy team. A successful PE inter-house system takes place throughout the year. Students have the opportunity to represent their house and compete in different sporting activities. Enrichment opportunities such as educational trips, Inter-School sporting events and coaching courses will be offered.

Airedale Academy is proud to have designed a comfortable and smart PE kit which students wear with pride.

Subject area Science **Department** Science
HoD Mr S Miller **HOD email** smiller@airedaleacademy.com
Department staff S Miller, M Bains, M Sanderson, A Tomlinson, D Gardner, J Halman, D World and J Weatherill,

Year group 10 **Core** **Subject name** GCSE Additional Science
Periods/week 4 **Qualification** GCSE Additional Science
Weblink <http://www.aqa.org.uk/subjects/science/gcse/additional-science-4408>

Overview

GCSE Additional Science encourages students to develop skills through investigative work and builds a scientific understanding of the world.

Units studied

Unit 1: Biology 2: 25%. 1 hour written paper. This unit is split into 2 parts.

In part 1, pupils will learn about cells, diffusion, osmosis, tissues and organs, plant organs, photosynthesis, factors that affect the distribution of organisms, proteins, enzymes, and digestion.

In part 2, pupils will learn about respiration, how exercise affects heart rate, inheritance, cell division, variation, inherited disorders, what species are and extinction.

Unit 2: Chemistry 2: 25%. 1 hour written paper. This unit is split into 2 parts.

In part 1, pupils will learn about ionic and covalent bonding, molecules, metals, polymers, nanoscience, atomic structure and quantitative chemistry.

In part 2, pupils will learn about rates of reaction, exothermic and endothermic reactions, reversible reactions, acids, bases and salts, and electrolysis.

Unit 3: Physics 2: 25%. 1 hour written paper. This unit is split into 2 parts.

In part 1, pupils will learn about forces, resultant forces, acceleration, stopping distances, terminal velocity, weight, Hooke's Law, work done, energy transferred, power, kinetic energy, and momentum.

In part 2, pupils will learn about static electricity, electrical circuits, circuit symbols, current/voltage graphs, calculating current, resistance, mains electricity, wiring a plug, fuses, radioactivity, nuclear fission and fusion, and the life cycle of stars.

Unit 4: Controlled assessment. 25%. This is an internally assessed scientific investigation. Pupils will be expected to come up with a hypothesis to test, design their own investigations, make measurements, present data, use data to draw conclusions and evaluate their investigations. This will make up 25% of their final grade.

Assessment

3 external assessments in June of Y11

The controlled assessment will be carried out in July

Other info

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

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Bains, M Sanderson, A Tomlinson, D Gardner, J Halman, D World and J Weatherill,		

Year group	10	Core	Subject name	GCSE Further Additional Science
Periods/week	4	Qualification	GCSE Further Additional Science	
Weblink	http://www.aqa.org.uk/subjects/science/gcse/further-additional-science-4410			

Overview

GCSE Further Additional Science enables students to improve their skills, knowledge and understanding of 'How Science Works' in relation to the living, material and physical worlds. The prerequisites to this course is GCSE Science A and GCSE Further Additional Science

Units studied

It is taught in 4 separate units: Biology 3, Physics 3, Chemistry 3 and the Controlled Assessment Unit.

Biology 3: 25%, 1 hour written paper. The content includes:

The movement of molecules in and out of cells, gaseous exchange in the lungs, gaseous exchange in plants, the circulatory system in humans including the heart, transport systems in plants, homeostasis, removal of waste and water control, temperature control, sugar control, the production and use of biogas, pollution, deforestation, bio fuels and food production

Physics 3: 25%, 1 hour written paper. The content includes:

electromagnetic spectrum in particular the use of X rays, ultrasound, light and lenses, the structure of the eye, centre of mass, stability, moments and hydraulics, circular motion, electromagnets, the motor effect, a simple DC motor and transformers.

Chemistry 3: 25%. 1 hour written paper. The content includes:

The Periodic Table was developed, trends in the Periodic Table, hard and soft water, purifying water, calculating, explaining energy change in reactions, energy level diagrams and calculations of delta H, analysing unknown substances, the production of ammonia, factors affecting yields, alcohols, carboxylic acids and esters.

Controlled assessment. 25%. This is an internally assessed scientific investigation. Pupils will be expected to come up with a hypothesis to test, design their own investigations, make measurements, present data, use data to draw conclusions and evaluate their investigations. This will make up 25% of their final grade.

Assessment

3 external assessments in June of Y11

The controlled assessment will be carried out in July

Other info

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

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Bains, M Sanderson, A Tomlinson, D Gardner, J Halman, D World and J Weatherill,		

Year group	10	Core	Subject name	GCSE Science A
Periods/week	4	Qualification	GCSE Science A	
Weblink	http://www.aqa.org.uk/subjects/science/gcse/science-a-4405			

Overview

Students in Y10 studied this GCSE in Y9, however it is not examined until the end of Y11. GCSE Science A introduces students to fundamental ideas in scientific theory and helps them learn practical skills through topical investigations

Units studied

Unit 1: Biology 1: 25% 1 hour written paper. This unit is split into 2 parts.
In part 1, pupils will learn about keeping healthy, balanced diets, the nervous system, bacteria, viruses, antibiotics, antibiotic resistance, hormones, the menstrual cycle, IVF, contraception, plant hormones and the use of drugs.
In part 2, pupils will learn about living things and environment, adaptations, pollution, energy in food chains, pyramids of biomass, waste materials, the carbon cycle, sexual reproduction, asexual reproduction, genetic engineering, genetically modified crops and evolution.

Unit 2: Chemistry 1: 25% 1 hour written paper. This unit is split into 2 parts.
In part 1, pupils will learn about the periodic table, chemical reactions, limestone, extracting metals from the Earth, Alloys, crude oil, hydrocarbons and pollution.
In part 2, pupils will learn about separating crude oil, cracking, polymers, using plant oils, emulsions, the Earth's structure and the theory of continental drift.

Unit 3: Physics 1. 25% 1 hour written paper. This unit is split into 2 parts.
In part 1, pupils will learn about heat transfer in solids, liquids and gases, heating and insulating buildings, energy and efficiency and generating electricity.
In part 2, pupils will learn about wave properties including light and sound, the electromagnetic spectrum, red shift and the big bang.

Unit 4: Controlled assessment. 25%. This is an internally assessed scientific investigation. Pupils will be expected to design their own investigations, make measurements, present data, use data to draw conclusions and evaluate their investigations. This will make up 25% of their final grade.

Assessment

3 external assessments in June of Y11
The controlled assessment will be carried out in July

Other info

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

Subject area	PSHCRE	Department	PSHCRE
HoD	Mr D Hill	HOD email	dhill@airedaleacademy.com
Department staff	Various		

Year group	10	Core	Subject name	PSHCRE
Periods/week	Form time	Qualification	None	
Weblink	None			

Overview

Personal Development offers the opportunity for students to develop personal skills, prepare for life after Airedale Academy, explore different ways of working and learning and develop their understanding of how others think and what they believe, including developing an understanding of British Values.

Units studied

Throughout the year students will look at current events, financial awareness, Democracy and voting, rights and responsibilities, relationships, different cultures, different beliefs health and well being and personal safety.

Assessment

Pupils will be assessed on their contribution and understanding of their different issues and their ability to express their views verbally and in writing

Other info
