



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 10

Curriculum Overview *Half Term 4*

Dear Parent/Carer,

In the following booklet you should find an overview of what your child will be studying this half term in school. We've included key details on what they will be looking at in each subject, how they'll be assessed and what they might do to further develop their understanding. The aim is for this to make it easier for you to work with the school supporting your child with their work.

All lessons last for one hour. In Year 10, students study the following:

- **English** and **Maths** – **four** lessons per week per subject
- **Science** – **two** lessons per week per Science subject (Biology, Chemistry and Physics)
- **Three 'Options'** – **three** lessons per week per subject
- **Religious Education** – **one** lesson per week
- **'Core' PE** – **one** lesson per week

The information for each subject is categorised as follows:

Topics / tasks: This is the overview of the topics Year 9 students will be covering this half term.

Content and skills: This explains what areas students will be looking at, and the skills they will be developing during the half term.

Assessment: This explains how students will be assessed on their understanding of this topic.

Stretch and challenge: This gives suggestions of how students can explore this area in more detail if they wish.

Exam Boards

This table shows which exam board the school uses for each qualification.

Click on the [exam board](#) to view the specification via their website.

Subject	Awarding Body	Subject	Awarding Body	Subject	Awarding Body
Art	Edexcel	Geography	AQA	Physical Education, Vocational	WJEC
Business	OCR	German	AQA	Religious Education	AQA
Computer Science	OCR	Health & Social Care	Eduqas	Science: Biology	Edexcel
Design Technology	AQA	History	AQA	Science: Chemistry	Edexcel
Drama	AQA	Latin	Eduqas	Science: Physics	Edexcel
English	AQA	Maths	AQA	Spanish	AQA
Engineering	AQA	Music	Edexcel	Vocational Construction	Eduqas
Food Preparation and Nutrition	Eduqas	Photography	Edexcel	Vocational Engineering	Eduqas
French	AQA	Physical Education, GCSE	AQA		

Art

Topics / tasks:	Component One- personal projects
Content and skills:	Students will continue to develop their own personal projects, investigating the work of other artists, experimenting with materials and processes, exploring a wide range of references as part of developing their ideas. Working in sketchbooks and creating live outcomes will demonstrate the student's level of skill and knowledge. The more practice and effort made by the student, the greater the progress. By viewing the development of new sketchbooks pages, it is possible to monitor levels of progress at home.
Assessment:	Pupils work will receive developmental comments to act upon, either in improving an existing piece of work, or areas to develop in the next outcome. This term, pupils will begin to spend more time assessing their own work and work by their peers. Most of the assessment is verbal feedback in lessons, with written comments provided for main outcomes on MS teams.
Stretch and challenge:	Students are encouraged to work very independently and take creative risks. By looking at a wide range of artwork, students can broaden their knowledge, but also their own ideas. Looking at major art museum websites and searching for artists related to their theme/title, will enable students to expand and refine their ideas.

Business

Topics / tasks:	<p>Students will complete the following topics this term:</p> <p>2.4 The marketing mix (4 P's); 2.4 Media in marketing (social media) ; 2.4 Marketing Mix test</p> <p>3.1 The role of human resources - The purpose of human resources within business</p> <p>3.2 Organisational structures and different ways of working</p> <p>3.3 Communication in business</p>
Content and skills:	<p>GCSE Business – the fundamentals and beyond.</p> <p>Be able to discuss:</p> <ul style="list-style-type: none"> • What the 4 P's are and why they are important • The use (and rise) of social media advertising (for certain brands) • The purpose of human resources within business (and its function) • Organisational structures and different ways of working (and the impact on the business, employee and stakeholders) • Ways of communicating in a business context • The importance of business communications & The influence of digital communication on business activity <p>Data:</p> <ul style="list-style-type: none"> • Use and analyse graphical data and statistics. Analyse information from a given scenario. Use key information when compiling an answer (application) <p>Interpersonal skills:</p> <ul style="list-style-type: none"> • Collaborative working, ideas, business and presenting (team challenges and group presentations).
Assessment:	<p>Range of exam questions, classwork, homework.</p> <p>Q&A in lessons. Marketing test (50 marks)</p> <p>Topic tests (at end of each unit). Essay style question (at the end of the unit). Use of key terms & application assessed.</p>
Stretch and challenge:	<p>The Secret Behind Coca-Cola Marketing Strategy: www.youtube.com/watch?v=XhMVWzVXNNk</p> <p>Marketing trends: www.youtube.com/watch?v=huU_0WYO5Z8</p> <p>4 P's research: neilpatel.com/blog/4-ps-of-marketing/</p> <p>BBC Bitesize - Business GCSE: www.bbc.co.uk/bitesize/examspecs/zv8gvk7</p> <p>SENECA: www.senecalearning.com/</p> <p>Research - BBC Business: www.bbc.co.uk/news/business - Identify potential marketing opportunities / drawbacks based on today's news (opportunity / threat).</p>

Computer Science

Topics / tasks:	Python Programming Fundamentals (Challenges and File Handling) Searching and Sorting Algorithms (Bubble, Insertion, and Merge Sort) Ethics of Computer Science
Content and skills:	Students will apply file handling routines to read and write to/from a text file Students will analyse and design a solution to a given problem as part of a project Students will trace the steps of 3 sorting algorithms and determine the differences between them Students will consider the consequences of misusing technology and the effects of technology on society
Assessment:	Programming Challenges (1-5) assessed individually Assessment of Searching / Sorting algorithms and Operating Systems / System Security /40
Stretch and challenge:	Learn about the different "modes" of file handling in the Python documentation stackabuse.com/file-handling-in-python/ Look into a more complex algorithm known as "quick sort" and compare its effectiveness to merge sort www.youtube.com/watch?v=ZHVk2bIR45Q&t=54s Continue to test your programming ability using Project Euler: projecteuler.net/

Design Technology

Topics / tasks:	Specific theory content
Content and skills:	<p>This half term will begin a mock NEA (non-examined assessment) project, in preparation for the release of their actual NEA guidance in June. The areas of focus will include:</p> <ul style="list-style-type: none"> • Investigating contexts • Producing a research plan • Client interview and assessing their needed • Primary and secondary investigation • Write a detailed design brief and specification
Assessment:	<p>The progress of the NEA will be monitored but it is also important for students to work independent on this- in line with AQA marking policy</p>
Stretch and challenge:	<p>Students should consider exploring (researching and evidencing) the theory areas to extend their learning- www.Technologystudent.com is an excellent resource.</p> <p>Students should be actively reviewing theory tasks to help consolidate learning.</p> <p>Students should engage with the class team to access further opportunities for learning.</p>

Drama

Topics / tasks:	Component 1: Written exam. Section B, Set Text: Reading and researching Blood Brothers Component 3: Devised work. Developing piece of performance in Ar
Content and skills:	<ol style="list-style-type: none">1. Continue to explore and understand the text from a design and performance perspective.2. Learn and practice how to write responses for the different questions in the examination, describing and explaining acting and design choices for a given extract from the play.3. Developing devised coursework for performance in April.
Assessment:	<ol style="list-style-type: none">1. Teacher marked practice questions on the set text.2. Drafting sections of written log for devised coursework.
Stretch and challenge:	Research text and contextual influences in more depth. BBC Bitesize GCSE Drama and Vocal Skills (skillsup.co.uk)

English Language

Topics / tasks:	AQA GCSE English Language: Paper 1 Writing to Narrate
Content and skills:	Writing <ul style="list-style-type: none">• Writing to narrate• Exploring sentences• Exploring narrative structure• Examining narrative perspectives• Crafting openings and endings
Assessment:	Writing in class narratives to produce the opening of stories.
Stretch and challenge:	<ul style="list-style-type: none">• Reading fiction and examining how writers structure their stories• Practising narrative writing by using images to spark a short story,• Accessing Mr Bruff on YouTube and watching the series of videos on 'English Language Paper 1: writing' whilst making useful revision notes. https://www.youtube.com/user/mrbruff/featured

English Literature

Topics / tasks:	AQA GCSE English Literature: 'Macbeth William Shakespeare
Content and skills:	<ul style="list-style-type: none">• Studying 'Macbeth'.• Analysing Shakespeare's use of language and structure.• Considering the social and historical contexts of the play and how these influence the text.• Analysing characters and themes both in extracts and across the whole play.• Understanding how to answer an exam question.• Learning key quotations from the play.
Assessment:	Writing exam responses on both characters and themes
Stretch and challenge:	<ul style="list-style-type: none">• Reading the play more than once.• Watching filmed versions of the play.• Accessing Mr Bruff on YouTube and watching the series of videos on the play whilst making useful revision notes. www.youtube.com/user/mrbruff/featured• Researching more about Shakespeare and his tragedies.• Researching more about Elizabethan theatre.• Reading critical articles from the British Library e.g. The Scottish Play and the Real Macbeth - Medieval manuscripts blog

Engineering

Topics / tasks:	Section 3 : Systems Section 4: Testing & Evaluation
Content and skills:	Students will complete section 3 Systems : 3.3 Electronic systems, 3.5 Structural systems , 3.6 Pneumatic systems Students will begin section 4 Testing and evaluation: 4.1 Modelling & Calculation 4.2 Testing, 4.3 Aerodynamics
Assessment:	Student will receive summative online testing at the end of each unit and will be required to complete short assignments most lessons based on what they have learned.
Stretch and challenge:	Students should be actively revising theory tasks completed during term 1 in preparation for mock exams next year. Students have been given a digital copy of the revision book so they can read ahead for topics not yet covered.

Food Preparation and Nutrition

Topics / tasks:	Continue Embedding Knowledge & Practice High Skill Dishes
Content and skills:	In this term students will look more in-depth at the 'high skill' recipes that will help them to progress their practical skills. As well as continue to build their theoretical knowledge around the topics of: Enzymatic browning, food spoilage, food preservation and packaging, food miles and consider the commodities of egg, nuts seeds and microproteins.
Assessment:	There will opportunity to recap and revise topics in class. At the end of half term there will be a test made up of exam questions from the topics we have covered over the past half term.
Stretch and challenge:	Students should continue to familiarise themselves with the specification for the course and expectations, this includes using the online textbook to familiarise themselves with the topics covered this half term and examples of NEA1 and NEA2. Students have received login details for the online textbook which can be accessed at https://illuminate.digital/eduqasfood/ Students should aim to practice practical skills at home where possible, ensuring they have both permission and supervision from an adult at home when completing practical tasks. We recommend in particular that student focus on elevating the presentation of their food.

French

Topics / tasks:	Theme 2: Popular Culture Unit 4 Free Time Activities
Content and skills:	Students will study the past tense with avoir and être and past participle agreement and reflexive verbs. We will continue to work on our four main skills: listening, reading, writing and speaking as well as developing exam techniques for each skill.
Assessment:	There will be weekly vocabulary and grammar tests as well as reading, listening and writing assessment over the course of the half term.
Stretch and challenge:	Students will research the free time activities of students in Francophone countries.

Geography

Topics / tasks:	Physical Landscapes in the UK
Content and skills:	Students will continue their study of this topic, building on the work from last half term to examine the different processes of weathering, erosion, mass movement, transport and deposition that shape the UK coastline. Students will then apply this knowledge to examine how key features form at the coast and how management strategies are used to reduce the risk to coastal landscapes. Students will study one UK coastline in detail, examining the key landforms and management strategies.
Assessment:	A knowledge test on the topic of Physical Landscapes in the UK.
Stretch and challenge:	Students can explore the topic further by completing the lessons and quizzes available for this topic under year 10 units 7 and 2 at: https://continuityoak.org.uk/lessons

German

Topics / tasks:	Theme 2: Popular Culture Unit 4 Free Time Activities
Content and skills:	Students will start learning the second theme of the course, starting with free time activities and moving on to customs, festivals and celebrations. By the end of this term, students will be familiar with the vocabulary and grammar specific to these topics. Students will learn how to use the context when doing listening exercises and feel better equipped to develop their ideas both in writing and speaking. In grammar, they will revise how to express likes and dislikes, use German negatives and practise the Time Manner Place rule.
Assessment:	Students will complete regular vocabulary and grammar tests.
Stretch and challenge:	Students are able to select a tradition and research it more fully.

Health and Social Care (Vocational)

Topics / tasks:	Unit 1 1.2 Life factors, Lifestyle choice, Life events & 1.3 Factors that shape self-concept and personal development	Unit 2 2.3 Key professionals and their roles & 2.4 How standards and legislation support professional practice
Content and skills:	<p>1.2.3 Learners should know and understand how life events (expected or unexpected) may affect growth, development, health and well-being across the lifespan</p> <p>1.3.1 Learners should know and understand how active participation, inclusion, resilience and self-concept supports individuals' personal development.</p> <p>1.3.2 Learners should know and understand how the following positive and negative factors may affect self-concept and how these factors can inter-relate.</p> <p>Tasks: case studies practice, exam craft, extended writing</p> <p>Skills: Research and investigation skills, extended writing</p>	<p>2.3 Compliance with statutory regulation, codes of conduct, policies and procedures</p> <p>2.4 Standards of proficiency, legislation, regulatory and public bodies</p> <p>Tasks: Investigate professional roles, career routes, case studies practice, reporting style writing,</p> <p>Skills: Investigating, using sources, how to use evidence to support arguments, developing writing</p>
Assessment	Knowledge test and retrieval practice, case studies, investigation task, exam questions.	Case studies, past papers / questions and practice on. Students will be assessed on their effective use of terminology, demonstrating developed understanding relevant to the demands of exam questions.
Stretch and challenge:	<p>Students should familiarise themselves with the specification for the course and expectations.</p> <p>Students should regularly check the class Team.</p> <p>Students should aim to enhance knowledge of the health and social sector by watching documentaries, programmes about the NHS and reading articles online, including https://www.ons.gov.uk/ to familiarise themselves with reading statistics. They use https://www.nhs.uk/ for ongoing research on professional roles, support available in the NHS both nationally and locally</p>	

History

Topics / tasks:	Conflict and Tension: The First World War, c.1890-1918
Content and skills:	Students will investigate how and why the French and British prevented the German conquest of France in 1914, and the role of military technology and tactics in creating a stalemate on the Western Front.
Assessment:	Students will be regularly assessed using practice examination questions that assess key skills of explanatory writing, analysing interpretations and building arguments.
Stretch and challenge:	<p>There are a number of books listed below which would be a good place to start for a range of views on the First World War:</p> <p>Jeremy Paxman, <i>Great Britain's Great War</i></p> <p>Gary Sheffield, <i>A Short History of the First World War</i></p> <p>Max Hastings, <i>Catastrophe: Europe Goes to War 1914</i></p> <p>Max Arthur, <i>Forgotten Voices of the Great War</i></p> <p>There are also a number of dramatisations and documentaries on BBC iPlayer that illustrate well the nature of the fighting in the war. <u>Our World War</u> is a dramatized reimagining of three key episodes from Britain's experience on the Western Front (warning: violence and strong language); <i>They Shall Not Grow Old</i> is a film that colourises and adds sound to original footage from the First World War. Highly recommended.</p>

Latin

Topics / tasks:	Roman Society, Philosophy and beliefs
Content and skills:	Staying with the upper classes in the city of Rome, we will learn about the influence of Greek philosophy and foreign cults; Language topics include the ablative absolute, deponent verbs and future participles.
Assessment:	Regular vocabulary and grammar tests, plus a translation assessment.
Stretch and challenge:	Students should read and research about Stoicism and/or the cult of Mithras.

Maths (Foundation)

Topics / tasks:	Basic Angle Facts Angles in Parallel lines Angles in Quadrilaterals Area of basic shapes Circles Compound Shapes Volume of a prism Pythagoras
Content and skills:	<ul style="list-style-type: none">• Revision and consolidation of previously learned skills• Extension of skills to unfamiliar contexts• Reasoning and problem solving skills
Assessment:	Half term 4 assessment
Stretch and challenge:	<ul style="list-style-type: none">• Complete extra work using www.sparxmaths.com and www.corbettmaths.com• Completing enrichment tasks on www.nrich.maths.org

Maths (Higher)

Topics / tasks:	<p> Arcs and sectors Volume and surface area Similar shapes Compound units Pythagoras Trigonometry Congruence </p> <p>Extension: Circle Theorems and proof</p>
Content and skills:	<ul style="list-style-type: none"> • Revision and consolidation of previously learned skills • Extension of skills to unfamiliar contexts • Reasoning and problem solving skills
Assessment:	Half term 4 assessment
Stretch and challenge:	<ul style="list-style-type: none"> • Complete extra work using www.sparxsmaths.com and www.corbettmaths.com • Completing enrichment tasks on www.nrich.maths.org

Music

	10A	10K
Topics / tasks:	Composition – Text-Setting AOS2: Purcell AOS4: Release	AOS2: Queen Composition – Ternary Form Performance
Content and skills:	Developing listening skills in analysis of set works – ‘Music for a While’ and ‘Release’ Developing skills of rhythmic, melodic and harmonic composition within the context of text-setting – focusing on speech patterns and underlay of text as the basis for successful song-writing	Developing listening skills in analysis of set work – ‘Killer Queen’ Preparing a sample solo performance and test recording
Assessment:	Practical composition assessment – NB if ‘remote Learning’ continues this will be exercises rather than a full composition Exam-style listening questions	Performance recording Exam-style listening questions
Stretch and challenge:	Listening to related works and comparing and contrasting them with the set works Developing initial text-setting exercises into longer sections working towards a full song composition	Listening to related works and comparing and contrasting them with the set works Exploring ensemble repertoire as the next step in performance

Photography

Topics / tasks:	Location.
Content and skills:	<p>Students will be introduced to various techniques using Photoshop to produce a range of tasks. The projects will introduce the students to Photoshop and enable them to have a creative approach to digital photography. Students will be given set briefs which will introduce them to more complex techniques. After each completed task pupils will receive a marked grade on AO1 AO2 AO3 and AO4.</p> <p>This will involve students learning about the Rules of Photography and producing their own photographs that relate to each title.</p> <p>The project will then develop onto work that will be based on their own choice of City/Country. This will include ideas for posters and adaptable to mechanise for promotion of the culture of the country.</p> <p>With each new task students will be introduction to new process, new artists and ways of working, helping them build a portfolio of work in response to the AQA assessment objectives. Students will be expected to cover all the AQA Assessment objectives and work to a deadline.</p>
Assessment:	<p>Their practical work will be regularly reviewed, and feedback given with advice and guidance on how the student can improve and work more independently and effectively. Technical skills using a camera, Photoshop and other photography-assisted programs will be assessed. The assessment objectives (AQA exam board) will be referred to throughout the process. Regular verbal feedback by the class teacher and a program of written self-assessment as part of creating the portfolio.</p>
Stretch and challenge:	<p>Extend their work through a greater exploration of materials and processes. Being creative in approached to how they can use their skills and imagination to refine and explore various techniques. Further reading by exploring creative websites and identifying artists the student finds interesting and inspirational. To then create outcomes and annotation based on investigations and present a personal and expressive response that shows self-confidence and conviction.</p>

Physical Education (GCSE)

Topics / tasks:	In theory lessons begin Chapter 6 – Health and Fitness. In practical lessons football, netball and basketball.
Content and skills:	Link participation in physical activity to fitness, health and well-being. Consequences of a sedentary lifestyle Somatotypes Reasons for having a balanced diet.
Assessment:	Regular exam style questions and a Kerboodle on-line end of chapter assessment.
Stretch and challenge:	Become involved in school teams (as they become available) and also train and compete regularly outside of school. Read articles and journals to widen knowledge around sporting issues.

Physical Education (Vocational)

Topics / tasks:	To complete Design of personal fitness training program (Unit 3). Begin Unit 2 Practical Sports Performance.
Content and skills:	Students will evaluate their training program looking at strengths and areas of improvement. Students will examine rules, regulations and scoring systems of practical sport and understand the roles and responsibilities of officials.
Assessment:	Students will be assessed using Unit 3 learning aims B, C & D official assignment. Students will begin Unit 2 Learning Aim A assignment.
Stretch and challenge:	Make use of past on-line assignments and text books to enhance knowledge.

Religious Education

Topics / tasks:	GCSE: Focussed study of Jewish belief, teachings and practices.
Content and skills:	<p>Students should study the beliefs, teachings and practices of Judaism specified below and their basis in Jewish sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Judaism in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Jewish perspectives in their answers, for example, Orthodox, Reform and Liberal Judaism. Jewish Practices that will be explored:</p> <ul style="list-style-type: none"> • The synagogue and its importance. • Public acts of worship including: synagogue services in both Orthodox and Reform synagogues and the significance of prayer, including the Amidah, the standing prayer. • Shabbat in the home and synagogue and its significance. • Worship in the home and private prayer. • Tenakh (the written law) and Talmud (the oral law), and their study, use and significance in daily life. • Rituals of brit milah, bar/bat mitzvah, marriage and mourning. • Dietary laws. • Festivals: Rosh Hashanah, Yom Kippur and Pesach
Assessment:	Pupils will have a range of GCSE type assessments to complete. These concentrate on accurate understanding of key vocabulary, the ability to link the influence of belief to action, an ability to make detailed comparisons between the two Religions studied and to evaluate a point of view and relate their religious knowledge to enrich the answer they make.
Stretch and challenge:	Visit online reference sites, Wikipedia, Britannica. BBC Bite Size website

Science: Biology

Topics / tasks:	Topic 8 - Animal exchange and transport
Content and skills:	Gas exchange in the lungs Blood and blood vessels Structure and function of the heart Aerobic and anaerobic respiration
Assessment:	Past exam questions
Stretch and challenge:	Research the differences between the human heart and circulatory system with that in a fish.

Science: Chemistry

Topics / tasks:	Calculations Involving Masses and Organic Chemistry (Separate Only)
Content and skills:	<ul style="list-style-type: none">• Calculations involving masses• Relative formula mass• Mole calculations• Reacting mass calculations• Limiting reactants• Empirical formula• Concentration <p>Separate Science Only will also study:</p> <ul style="list-style-type: none">• Alkenes homologous series• Alcohols homologous series• Carboxylic acids homologous series
Assessment:	End of topic tests (where appropriate) and assessed exam questions.
Stretch and challenge:	Research the development of the periodic table in preparation for the next topic.

Science: Physics

Topics / tasks:	Topic 6: Radioactivity (all)	Topic 5: Light and the electromagnetic spectrum (triple only)
Content and skills:	<ul style="list-style-type: none"> • Atomic models • Inside atoms • Electrons and orbits • Background radiation • Types of radiation • Radioactive decay • Half-life • Dangers of radioactivity 	<ul style="list-style-type: none"> • Electromagnetic waves • Uses of the electromagnetic spectrum • Dangers of the electromagnetic spectrum • Radiation and temperature
Assessment:	End of topic tests and past exam paper questions. Longer assessment before Easter covering all GCSE topics studied so far.	
Stretch and challenge:	Completing relevant exercises on Isaac Physics website.	

Spanish

Topics / tasks:	Theme 2: Popular Culture Unit 4 Free Time Activities
Content and skills:	Talking about free time activities, including extreme sports, television, film and music Present continuous; verbs with prepositions; regular and irregular verbs in the preterite; the personal a; demonstrative adjectives (e.g. this, that these, those); adverbs of frequency; superlative structure.
Assessment:	Listening, reading and translation.
Stretch and challenge:	Being able to talk in present, past and future verb tenses about free time and what they would like to in their free time. Research how Spanish speaking people spend their free time.

Vocational Construction

Topics / tasks:	Unit 3 Exam (Planning Construction tasks)
Content and skills:	Unit 3: This unit focuses on job roles and responsibilities, planning construction jobs (Gant charts) and calculating floor plans.
Assessment:	Work will be assessed using the Eduquas assessment criteria framework graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction. Unit 3 is 25% of overall grade.
Stretch and challenge:	<ul style="list-style-type: none"> • Students could watch episodes of 'Grand Designs' and identify job roles and sequence of work to prepare for Unit 3 exam. • Students can complete missing work / complete revision from the whole course using Microsoft Teams. • A text book is available for this course: WJEC Vocational Award – Constructing The Built Environment, Level 1/2, Howard Davies, Illuminate Publishing, ISBN 978-1-912820-16-0

Vocational Engineering

Topics / tasks:	Unit 1 – Engineering Design – Students are tasked to design a new generic mobile phone charger.
Content and skills:	<p>Students will be asked to complete the following tasks</p> <p>Annotated Sketches</p> <ol style="list-style-type: none"> 1. Draw three engineering design solutions. 2. Review the suitability of each design and recommend the best option. <p>Final Drawing</p> <ol style="list-style-type: none"> 1. Using accepted standards and conventions draw your best option on paper and using Computer Aided Design (CAD). This should include a 3D rendered computer version of final design. 2. Develop a creative solution that meets the criteria in the design specification.
Assessment:	Work will be assessed using the WJEC assessment criteria framework graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction. This Unit is 25% of overall grade.
Stretch and challenge:	<p>Students should familiarise themselves with the specification for the course and expectations, this includes using the textbook to familiarise themselves with examples of Unit 1.</p> <p>Students could purchase the course textbook WJEC Vocational Award – Engineering Level 1/2, Matthew Wrigley, Illuminate Publishing, ISBN 978-1-912820-15-3.</p> <p>Students should watch related TV programmes which will be advised in class and on Teams.</p> <p>Students should watch the Engineering video clips on Manufacturing Processes and Materials.</p>