

Subject Area	Year 10	Year 11
<p>OCR</p> <p>Level 1/2 Cambridge National in Engineering</p>	<p>R038 – Principles of engineering design</p> <p>Students develop an understanding of the engineering design process, including:</p> <ul style="list-style-type: none"> <li>Designing processes</li> <li>Design requirements</li> <li>Communicating design outcomes</li> <li>Evaluating design ideas</li> </ul> <p>R039 – Communicating designs</p> <ul style="list-style-type: none"> <li>Manual production of freehand sketches</li> <li>Manual production of engineering drawings</li> <li>Use of computer aided design (CAD)</li> </ul>	<p>R040 Design, Evaluation and modelling</p> <p>Students develop practical design skills through:</p> <ul style="list-style-type: none"> <li>• Modelling design ideas</li> <li>• Evaluating products and design solutions</li> </ul> <p>Refining and improving engineering outcomes</p>
<p>OCR</p> <p>Level 1/2 Cambridge National in Health and Social Care</p>	<p>R032 – Principles of care in health and social care settings</p> <p>Students develop an understanding of health and social care settings by studying the following areas:</p> <ul style="list-style-type: none"> <li>The rights of service users in H&amp;Sc settings</li> <li>Person centred values</li> <li>Effective communication in H&amp;Sc settings</li> <li>Protecting service users &amp; service providers in H&amp;Sc settings</li> </ul> <p>R035 – Health promotion campaigns</p> <ul style="list-style-type: none"> <li>Current public health issues &amp; the impact on society</li> <li>Factors influencing health</li> <li>Plan and create a health promotion campaign</li> <li>Deliver and evaluate a health promotion campaign</li> </ul>	<p>R033 – Supporting individuals through life events</p> <p>Students explore:</p> <ul style="list-style-type: none"> <li>Life stages</li> <li>Impacts of life events</li> <li>Sources of support</li> </ul>
<p>AQA</p> <p>Design technology – Textiles</p>	<p>8552 – Design technology</p> <p>Students develop practical textile skills and design knowledge through:</p> <ul style="list-style-type: none"> <li>Designing and Making Principals - Workshops developing construction skills using fabrics.</li> <li>Mock NEA project – design and make task</li> <li>Core Technical Principals of design technology</li> <li>Specialist Technical Principals</li> </ul>	<p>Students complete a substantial design-and-make project set by the exam board. Continued study of:</p> <ul style="list-style-type: none"> <li>NEA – design and make task set by the exam board (changes on a yearly basis)</li> <li>Core Technical Principals of design technology</li> </ul>
<p>WJEC</p> <p>Level 1/2 Hospitality and Catering</p>	<p>Unit 1 The Hospitality and catering industry</p> <p>Students develop an understanding of the hospitality and catering industry by studying:</p> <ul style="list-style-type: none"> <li>1.1 Hospitality and catering providers</li> <li>1.2 How hospitality and catering provisions operate</li> <li>1.3 Health and safety in hospitality and catering</li> <li>1.4 Food safety in hospitality and catering</li> </ul> <p>Unit 2 Hospitality and catering in action</p> <p>Students develop practical technical skills and commodity knowledge in the preparation, cooking and presentation of dishes. They evaluate dishes and their cooking skills.</p>	<p>Unit 2 Hospitality and catering in action</p> <p>Students complete a substantial design-and-make project set by the exam board. Continued study of:</p> <ul style="list-style-type: none"> <li>NEA –</li> <li>The importance of nutrition</li> <li>Menu planning</li> <li>The skills and techniques of preparation, cooking and presentation of dishes</li> <li>Evaluating cooking skills</li> </ul> <p>Revision Unit 1 The hospitality and catering industry</p>