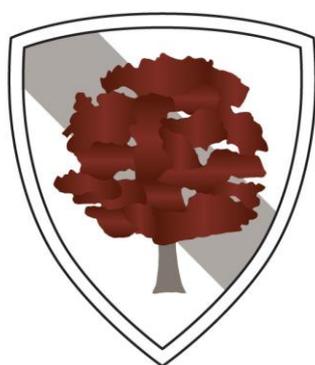


# **Year 8 Option Choices at KS4**

## **Pathway to the Future**



The Oakwood  
Academy

## **Information Booklet For Parents and Students**

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**Option Choice Evening  
Wednesday 28<sup>th</sup> February 2018  
4.00pm – 7.00pm**

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Choosing the subjects that you wish to study and those that you wish to give up is a very important decision. Not only will it affect your timetable whilst you are at The Oakwood Academy in Years 9, 10 and 11 but it may also affect your career when you leave education.

This booklet will hopefully make it easier for you to make that choice. Please take some time to read the booklet carefully with your parents. Think about the subjects that interest you and which you are good at. Decide which subjects you are going to find out more about between now and Option Choice Evening. Try to think of any questions that you want to know the answers to, for example “where could I go to continue the courses that I am interested in, what levels could I study and what grades do I need to get?” (See individual subjects for examples).

**It is important to make the correct option choice from the start as it will not be possible to change courses once you have started them.**

There are some subjects which, because they are important for life and work in general, are considered essential for **all** students. These are English, Mathematics and Science plus PE and Religious Education.

In addition to this some students will be advised to take subjects that make up the English Baccalaureate (EBacc). The Department for Education have advised all secondary schools that they must ensure that all appropriate students are able to achieve the EBacc Qualification. The EBacc is achieved by gaining a grade 5 in English, Maths, Science, a Language and a Humanities subject. We support this advice as we also believe that the EBacc pathway enables students to experience a broad academic curriculum, which will allow them to be competitive in their future studies and employment. Subsequently, our students' selection of subjects will be guided by this requirement.

There will be space on your timetable for **four** option choices. There is a range of subjects that you can choose to study. In the event that your chosen subject is not available you will need to have a reserve choice.

Do **not** choose subjects just because your friends have chosen them. Remember your friends will not be doing the same job as you when they finish their education. In fact, most people will have a completely new set of friends within the next few years.

## Subject Information for Option Choices

The following information is to help you and your parents make more informed choices.

Courses are divided into two main types.

1. GCSE courses that will lead to awards from grades 1 – 9 which can lead to academic 'A' level courses. The highest grade available will be 9. It is anticipated that many employers, further and higher education establishments will expect students to gain a grade 5 across their qualifications with particular emphasis on English and Mathematics.
2. Technical Awards. These are related to particular careers and industries. Technical Awards are not GCSE courses but are seen as being equivalent to GCSEs and can lead to Level 3 courses.

At Option Choice Evening held on 28<sup>th</sup> February, parents and students will have the opportunity to discuss their proposed option choices in more detail.

The option courses available are as follows:

### GCSE

Art	Dance	Drama
RE	Music	Business Studies
Spanish	Geography	History
Computer Science	PE	Resistant Materials
Separate Sciences	Food and Nutrition	

### Technical Awards

Certificate in Digital Applications (CiDA)  
BTEC Health and Social Care

## CHOICES – Your Questions Answered

### Q – What can I study, and how many subjects do I need to choose?

You will be guided in your choice but essentially you will choose four subjects and a reserve from the list provided.

### Q – I want to take Separate Science, what should I do?

You will take Combined Science as a core subject. If you would like to take Separate Science (three Sciences) you will need to choose Separate Science as one of your option choices.

### Q – What are Technical Awards?

Technical Awards provide a combination of practical work, written coursework and an externally examined component. Members of staff will be available to give you details of the courses at the Option Choice Evening.

### Q – What if I am interested in a particular career?

Think about your future. Even at this stage, students who have particular careers in mind need to consider which subjects are going to be the most useful, or even essential. The Oakwood Academy staff will be on hand to help you with these decisions.

### Q – Should I choose subjects in order to be with my friends?

No, forget about both friends and teachers, even though this is definitely 'easier said than done'. Focus on the qualifications **you** want, not who is taking the course with you, or teaching it.

### Q – I would like to choose a particular subject, but it is not useful for my chosen career path

As long as you are studying the subjects you definitely need, there is no reason at all why you should not choose a subject because it interests you.

### Q – What are Progression routes?

Progression routes show what opportunities there are for study once you leave The Oakwood Academy. These may include A levels, Level 3 Technical Awards, NVQ Level 2/3 courses, Apprenticeships or other pathways dependent upon courses studied.

### Q – What if I don't like a course?

Because of the way courses are designed, it is not possible to change a course once you have started it in Year 9. Therefore it is important that you choose your courses carefully.

### Q – Am I guaranteed to get my first choices?

Unfortunately not. We try to meet first subject choice combinations where possible. **The school is unable to run any course where less than 15 students choose that subject.** This is why we ask all students to make a reserve option choice.

### **Q – Who do I ask if I need more information?**

There are several ways you can find out more. The option choice information can be found on the school website. If you have any questions there is an email link on the web page.

Tutors have an important role to play and students can discuss option choices with their tutors. Directors of House will also be happy to offer advice and answer any questions that you may have. Alternatively, if you have any specific questions about the options process you can see Mr Booth.

# **Core Subjects**

**All Students Must Study:**

**English**

**Maths**

**Science**

**PE**

**Religious Education**



Course Title – GCSE English Language

Miss Murray

## Course Outline

This qualification allows students to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century time periods as well as write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Students are encouraged to make ‘fresh’ and individual responses to each element of assessment. This qualification is ideal for those who wish to explore English Language in depth, and (in combination with English Literature) experience greater breadth of English studies at this level.

The scheme of assessment is Linear. All components must be offered and certificated in the same series. Exam papers are at one tier only.

## Assessment

Unit	Assessment Method	Weighting
Paper 1: Explorations in Creative Reading and Writing.	1 hour 45 min external examination (80 marks) (50% of GCSE)	50%
	Section A: Reading (40 marks) one literature fiction text.	25%
	Section B: Writing (40 marks) descriptive or narrative writing.	25%
Paper 2: Writers’ Viewpoints and Perspectives.	1 hour 45 min external examination (80 marks) (50% of GCSE)	50%
	Section A: Reading (40 marks) one non-fiction text and one literary non-fiction text.	25%
	Section B: Writing (40 marks) writing to present a viewpoint.	25%
Non-examination Assessment: Spoken Language	Final presentation to an audience/examiner. The presentation is recorded. Students select the topic of their presentation. Separate endorsement.	0%

## Progression/Further Study

English Language A-Level can be useful if students are interested in a career in journalism, teaching, screen writing, script writing for T.V, radio and films. English A-Level can also lead into film, media and communication studies (see university prospectus or website for GCSE/ A-level grade requirements).

Course Title – GCSE English Literature

Miss Murray

## Course Outline

This qualification allows students to develop knowledge and skills in reading writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written.

This qualification is suitable for a range of learners, who enjoy reading widely and as a preparation for studying literature at a higher level.

All students will study a modern drama text, Shakespeare, poetry and a 19<sup>th</sup> century novel.

All assessments are closed book and exams are single tier. The use of extract-based questions feature in the 19<sup>th</sup>-century novel and Shakespeare examinations.

## Assessment

Unit	Assessment Method	Weighting
Paper 1: Shakespeare and the 19 <sup>th</sup> -century novel	1 hour 45 min external examination (64 marks)	40%
	Section A: Shakespeare (Romeo and Juliet or Macbeth)	20%
	Section B: The 19 <sup>th</sup> -century novel (The Strange Case of Dr Jekyll and Mr Hyde or A Christmas Carol)	20%
Paper 2: Modern texts and poetry	2 hour 15 min external examination	60%
	Section A: Modern texts (An Inspector Calls)	20%
	Section B: Poetry (Power and Conflict)	20%
	Section C: Unseen poetry	20%

## Progression/Further Study

AS and A-Level English Literature and A-Level Drama potentially leading to a Degree course.

English Literature A-Level can be useful if students are interested in a career in journalism, teaching, screen writing, script writing for T.V, radio and films (see University Prospectus or website for GCSE/ A-level grade requirements).

Course Title – GCSE in Mathematics

Mr Sandhu

## Course Outline

There are two tiers of entry – the Foundation Tier and the Higher Tier.

At The Oakwood Academy we use the AQA examination board, following their Linear course (8300).

There are 6 areas of Mathematics where students have to demonstrate their knowledge, understanding and skills.

These are:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

## Assessment

Students will be entered for the examination at either the Foundation or Higher Tier. Each student then does three examinations where they are assessed on the four areas of Mathematics as follows:

	<b>Paper 1 Non-calculator</b>	<b>Paper 2 Calculator</b>	<b>Paper 3 Calculator</b>
<b>Foundation Tier (Grades 1 – 5)</b>	1h 30mins 80 marks	1h 30mins 80 marks	1h 30mins 80 marks
<b>Higher Tier (Grades 4 – 9)</b>	1h 30mins 80 marks	1h 30mins 80 marks	1h 30mins 80 marks

Mock examinations will take place in both Year 10 and 11, enabling student progress to be tracked, whilst also familiarising students with the exam format.

## Progression/Further Study

GCSE Mathematics 5 – 9 is compulsory for progression on to a Level 3 course and for entry to Higher Education e.g. University.

All Russell group universities will expect a minimum Grade 7 in Mathematics, no matter which course students want to study.

A Grade 5 – 9 in Mathematics is also required for many Level 3 apprenticeships e.g. plumbing and electrical installation.

For our most able Mathematicians there is also the option of studying Further Mathematics at GCSE (AQA Further Mathematics Level 2 (8360)).

Course Title – GCSE Combined Science

*Dr Inglis*

Please note: **All** students in the academy will study for these qualifications except students who opt to do Separate Sciences.

## Course Outline

Students taking Combined Science will gain two GCSE qualifications. The course focuses on the knowledge and skills required by real scientists in their work. The qualification is Linear meaning that the students will sit all examinations at the end of the course. The content for each subject area is listed below.

### Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

### Chemistry

1. Atomic structure and the periodic table
2. Bonding, structure and the properties of matter
3. Quantitative chemistry
4. Chemical analysis
5. The rate and extent of chemical change
6. Chemical changes
7. Organic chemistry
8. Chemistry in the atmosphere
9. Energy changes
10. Using resources

### Physics

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure

### Assessment

There are six examination papers: two biology, two chemistry and two physics. Each paper will assess different topics.

Each examination paper lasts for 1 hour 15 minutes.

There are two tiers – Foundation and Higher.

Each paper has 70 marks and is worth 16.7% of the final grade.

The type of questions included on each paper examination paper are multiple choice, structured, closed, short answer and open response.

### Progression/Further Study

Two GCSEs in Science subjects are the minimum requirement from post - 16 Colleges to go on to study A-Levels in Science which can then lead to Higher Education. This is also true of Level 3 vocational qualifications in Science.

Many other options at post - 16 require two good passes in GCSE Sciences. There are a huge number of possible careers that require good Science GCSEs. Further detail can be found at:

<http://www.sciencecareerpathways.com/a-z-of-roles/>

**Course Title – PE/Games**

**Mr Burrows**

## **Course Outline**

The Key Stage 4 PE/games programme at The Oakwood Academy follows National Curriculum guidelines. The programme delivered offers breadth and balance.

All students in Years 9, 10 and 11 will follow a programme that allows them to participate in a range of different sporting/games activities.

Students should participate in frequent physical activity establishing good practice for the future to ensure a healthy lifestyle.

## **Assessment**

There are no formal assessments or examinations in this course

## **Progression/Further Study**

This course should improve student fitness and provide opportunities to participate in activities that they can continue when they leave The Oakwood Academy either at a recreational or competitive level. This could be done through a local club, society or simply with friends/colleagues.

**Course Title – Religious Education**

**Mr Luckhurst**

## **Course Outline**

The Religious Education programme aims to develop citizenship and raise our students' awareness of their place in today's world. Students study Religion and Life plus a wide range of topics so that they understand the responsibilities that they have for themselves and others. Topics studied include:

We will focus on themes in our world which are relevant to our lives

What is war?

Can war ever be right?

Are pacifists cowards?

What should we do about terrorism?

Are nuclear weapons worth their cost?

What does it mean to live in 21<sup>st</sup> Century Britain?

Does religion answer questions that other things can't?

## **Assessment**

There is currently no examination for this course.

## **Progression/Further Study**

The course prepares students for life after The Oakwood Academy and helps to provide students with the skills and confidence to undertake the next steps on their career path whether that be further study or employment. It also helps build an essential understanding of the current issues in our world.

# **Option Choice Subjects**

**In addition to the core subjects, students must choose four subjects from the options listed below:**

**Separate Science**

**Spanish**

**Geography**

**History**

**RE**

**Art**

**Drama**

**Music**

**Certificate in Digital Applications (CiDA)**

**Computer Science**

**Business Studies**

**Design Technology - Resistant Materials**

**Design Technology - Food & Nutrition**

**PE**

**Dance**

**Health & Social Care**

Course Title – GCSE Separate Science (Biology, Chemistry and Physics)

Dr Inglis

**PLEASE NOTE: There are limited number of spaces on this course.**

## Course Outline

This course leads to three GCSE qualifications in Biology, Chemistry and Physics. The course focuses on the knowledge and skills required by real scientists in their work. The qualification is Linear meaning that the students will sit all examinations at the end of the course. The content for each subject area is listed below.

### Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

### Chemistry

1. Atomic structure and the periodic table
2. Bonding, structure and the properties of matter
3. Quantitative chemistry
4. Chemical analysis
5. The rate and extent of chemical change
6. Chemical changes
7. Organic chemistry
8. Chemistry in the atmosphere
9. Energy changes
10. Using resources

### Physics

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure
8. Space Physics

### Assessment

Two examination papers for each subject area. Different topics are assessed on each paper.

Each examination paper lasts for 1 hour 45 minutes.

There are two tiers – Foundation and Higher.

Each paper has 100 marks and is worth 50% of the final grade.

The type of questions included on each paper examination paper are multiple choice, structured, closed, short answer and open response.

### Progression/Further Study

Two GCSEs in Science subjects are the minimum requirement from post 16 Colleges to go on to study A-Levels in Science which can then lead to Higher Education. This is also true of Level 3 vocational qualifications in Science.

Many other options at post 16 require two good passes in GCSE Sciences.

There are a huge number of possible careers that require good Science GCSEs.

Further detail can be found at: <http://www.sciencecareerpathways.com/a-z-of-roles/>

Course Title – GCSE Spanish

*Mrs Blasco-Albelda*

## Course Outline

The GCSE Spanish course has been developed to help students of all abilities to develop their language skills and to be able to manipulate the target language to communicate effectively. There is a wide range of engaging topics to focus the students on real world situations. The MFL Department works to create as many authentic situations as possible for the students to develop their language skills (visit to Spanish restaurants or trips abroad are just some examples).

The qualification consists of 4 exam papers covering the skills of reading, listening, writing and speaking. Each exam paper will account for 25% of the final mark. The exams will be differentiated into Foundation Tier and Higher Tier.

## Subjects / Modules

There are three topic areas which will be covered to prepare students for the listening and reading exams. These feature common scenarios set in a country where Spanish is spoken. All students will cover the following content:

- **Identity and Culture** – General interests, leisure activities, family and friends, lifestyle, healthy eating and exercise.
- **Local national, international and global areas of interest** – Travel and tourism, the environment, social issues and global issues and our town.
- **Current and future study and employment** – My studies, life in college, education post 16 and future plans and aspirations.

## Assessment

**Speaking** – 25% of the mark. Three tasks.

- ✓ Task 1 is a role-play
- ✓ Task 2 is a picture to talk about and some questions related to the picture.
- ✓ Task 3 conversation on two topics. One chosen by the student, one by the exam board.

**Writing** – 25% of the mark. The Foundation Tier has three extended tasks and a translation from English into Spanish and the Higher Tier will have two longer extended tasks and a translation from English into Spanish (word count will vary between FT and HT).

**Listening** – 25% of the mark. Section A with instructions in English and Section B with instructions in Spanish

**Reading** – 25% of the mark. Section A is set in Spanish, Section B is set in English and Section C will be a translation from Spanish into English.

## Progression / Further Study

Since September 2016, our students have been able to progress to study Spanish at A-Level at the Redhill Academy or any other college they choose to select. Spanish can also be used for modules of other courses such as Travel and Tourism, Business, Science, etc... and can work with any other subject as a complementary skill or as part of a job requirement. If a student is thinking about going to University or has an open mind about their aspirations this is a skill he/she cannot miss out.

Course Title – GCSE Geography - AQA

*Mrs Crosby & Mr Wood*

## Course Outline

Geography teaches you about the earth's places, people, environments and societies. It helps you to understand the relationships between people and the environment. It is unique in bridging the social sciences (Human Geography) and the earth sciences (Physical Geography) and puts this understanding of social and physical processes within the context of places and regions. Geography helps you to make sense of the world around you. It is hands on, and it is relevant. To appreciate its relevance, watch the news and you will realise that nearly every issue is related to Geography in some way. From the European migration crises in 2015, to what type of energy is used to power your smartphone.

The world in which we live is likely to change more in the next 50 years than it has ever done before. Our role in that change is more important than ever. Geography explains the changes and helps to prepare people for them. It is a subject about now and the future.

## Content

### Unit 1 - Living with the physical environment

- Section A: The challenges of natural hazards
- Section B: The living world
- Section C: Physical landscapes in the UK

### Unit 2 - Challenges in the human environment

- Section A - Urban issues and challenges
- Section B - The changing economic world
- Section C - The challenges of resource management

### Unit 3 – Geographical Applications and skills

- Issue evaluation
- Fieldwork

## Assessment

Students will sit three examination papers that will cover each of the three units.

Paper 1 - One hour 30 minutes  
Accounts for 35% of the final grade

Paper 2 - One hour 30 minutes  
Accounts for 35% of the final grade

Paper 3 - One hour 15 minutes  
Accounts for 30% of the final grade

## Progression/Further Study

A-Level (see college prospectus or website for GCSE grade requirements). Geography is a highly regarded academic subject and well respected by Universities and employers alike.

Course Title – GCSE History - Edexcel

*Mr Luckhurst*

## Course Outline

The GCSE History course is a relevant and interesting one which will encourage you to be reflective and think critically. Our course is designed to enable students to use sources of information to argue ideas effectively taking into account other people's opinions. Students will learn how past events have shaped our community, nation and the world today. You will be assessed by exam extended written assessments.

Students will study four topics:

The GCSE History course is split into early modern and modern historical units. 50% of the history studied will be British with the remaining history units exploring the rise of the Nazis and the changes in America during the 19<sup>th</sup> century.

## Assessment

Paper 1. Medicine and Public Health in Britain Through Time 1250 - present – EXAM (1hr 15 minutes)

Paper 2. Elizabethan England 1558-88 and American West– EXAM (1hr 45 minutes)

Paper 3. Germany 1918-39 – EXAM (1hr 20 minutes)

Exams account for 100% of the final grade and will consist of short and long extended written answers.

Paper 1 is worth 30% of the final grade

Paper 2 is worth 40% of the final grade

Paper 3 is worth 30% of the final grade.

## Progression/Further Study

A-Level History (see College prospectus or website for GCSE grade requirements). History teaches skills that are very valuable for the study of many subjects at a higher level. A-Level History is a preferred subject for many Law Degrees. A-Level History is well regarded by Universities as a challenge which prepares young people well for life and important careers.

Course Title – GCSE Religious Studies – AQA Specification A.

*Mr Luckhurst*

## Course Outline

What really happens in our world? Why are there wars? Should we have nuclear weapons? What makes a person into a terrorist? How can our conflicts be reconciled?

This course explores the most important questions humankind has asked since the beginning of time and offers several explanations. The whole course focuses on our world, what it is like, how we respond to it and whether religious beliefs have something to offer to it in the 21<sup>st</sup> century.

The course has a very issues focused approach. It covers issues such as family life, punishment, crime, justice, terrorism, war, peace and the environment. If you want to develop your own views, express them and compare them to others then this course is perfect. It is also perfect for those of you who want to learn more about our world and appreciate what other people believe.

Throughout the course you will develop an understanding of two religions as well as non-religious views. All of the questions and exams you will study will focus on religious and non-religious views about particular issues and events. For example;

- How should we respond to terrorist threats?
- Is it ever right to go to war?
- What does family mean?
- How can we respond positively to suffering?
- Is marriage out of date?
- What happens to us when we die?
- How important is human life? Is it sacred?

This is a great course. It's great for thinking, expressing, developing and even broadening our world view. It has plenty to offer you for the 21<sup>st</sup> century and I know many of you will have a lot to offer to it. Religious Studies also offers opportunities for:

- Debate and discussion
- Active research into relevant and up to the minute discoveries
- Investigation of human nature

## Assessment

Assessment will be based on **two** examinations at the end of the three year course. AQA Spec A code 8062.

## Progression/Further Study

A-Level Religious Studies (see College prospectus or website for GCSE grade requirements). Religious Studies teaches skills that are very valuable for the study of many subjects at a higher level.

Course Title – GCSE Art

Mr Tebbs

## Course Outline

If students wish to be creative, enjoy learning new things and want a course that will help them to think independently then the GCSE Art course is for them. Art at The Oakwood Academy gives students the opportunity to develop their own particular strengths and interests in Art and Design, whilst continuing to learn new skills.

The course is divided into two components: the Portfolio (Coursework) and the Externally Set Assignment (Examination).

During the first part of the course students will focus on skills and techniques. Although all projects are teacher led, students are expected to produce their own research and ultimately, as the course progresses, to begin self-directing their work in terms of ideas and materials.

The Externally Set Assignment begins in January of Year 11 and is carried out in lessons and at home. Students are given a title to explore. These titles are broad and open, designed to allow the students to develop their own ideas and work in an individual way. Students are required to produce a timed, supervised piece, which is carried out in the classroom.

Although most of the time students will be using traditional drawing and painting materials there will be lots of opportunities to include photography, digital art, sculpture, collages, print making, clay; well anything students can think of really!

## Assessment

All work produced for the Portfolio and for the Externally Set Assignment is supported by research which is intended to inform a student's own practical studies. This includes studying the work of artists who have explored a similar theme, technique or subject. Students will make notes in their sketchbook but there is no written exam in GCSE Art.

The Portfolio is worth 60% of the final GCSE grade and the Externally Set Assignment is worth 40%. Assessment is based on the following criteria:

- Developing ideas and investigating the work of other artists, designers or cultures, e.g. Andy Warhol. Banksy, Surrealism, Contemporary Art.
- Recording relevant ideas and observations.
- Refining ideas by experimenting and using appropriate resources, media, materials, techniques and processes.
- Creating a personal final piece (or pieces).

## Progression/Further Study

Arts/Media courses at College and University.

The Creative Industries is still one of the UKs fastest growing sectors of employment and jobs such as architect, illustrator, jewellery maker, teacher, art director, even tattooist, as well as jobs in advertising and the media usually begin with GCSE Art.

Course Title – GCSE Drama

*Mrs Johnson*

## Course Outline

Drama is both a written and practical subject and is assessed in both areas, broken down into three components for the overall GCSE. You need to be comfortable in front of an audience and confident in your writing.

Students will learn how drama is created and how to create drama. Students will focus on acting and staging skills that are needed to put a piece of drama on the stage; how to create characters, how to act as characters in different performances; and learn many techniques that will enable them to identify with many different roles and portray them confidently. Students will be encouraged to see as many theatre shows as they can and explore and evaluate a selection of plays and performance texts through written reflections, essays and structured questions.

## Assessment

**Component 1 - Devising – Coursework (40%)** Create and develop a devised piece from a given starting point. Written evidence analysing and evaluating the process – 2000 words maximum.

**Component 2 – Performance from Text – Assessed by Visiting Examiner (20%)** Perform two key extracts from a performance text.

**Component 3 – Written Examination – (40%)** 1 hour 30 minutes. Theatre Makers in Practice Drama Performance

Section A – Practical exploration and study of one complete performance text.

Section B – Two questions analysing and evaluating a live performance students have seen

## Progression/Further Study

Drama, Performing Arts, Media and Theatre Studies from A-level to Post Graduate at College and University.

Many organisations target graduates from Performing Arts courses. The skills taught are highly valued by employers across a broad range of sectors.

Course Title – GCSE Music

Mr Gillott

## Course Outline

There are four units in GCSE Music and students must complete them all. Students will be expected to be musicians, to play an instrument and be serious about their work. They learn about musical language and explore the elements underlying the organisation of sound, through listening to music, performing individually and in a group, composing and appraising music.

This specification encourages students to:

- develop their own musical interests and skills including the ability to make music individually and in groups and to use music technology
- evaluate their own and others' music
- understand and appreciate a range of different kinds of music
- actively engage in the process of music study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

## Assessment

Unit Assessment Method Weighting

### 1. Listening

Identifying musical elements, history, instrumentation and theory skills through an aural examination 20%

### 2. Composing and appraising Music

One composition linked to an annually announced area of music showing strands linked to musical elements 20%

### 3. Music

Performance a) One for 'Individual Performance'/'Technology based Performance', lasting no more than five minutes, and b) One for 'Group Performance', lasting no more than five minutes. 40%

### 4. Composing Music

Compose one piece of music which explores two or more of the five Areas of Study. This may be in any style or genre of the candidate's choosing. 20%

## Progression/Further Study

A-level to Post Graduate at College and University. Many organisations target graduates from Performing Arts courses. The skills taught are highly valued by employers across a broad range of sectors.

Course Title – GCSE Computer Science

*Mr Harbour*

## Course Outline

This OCR GCSE in Computer Science course covers how a computer system functions from the main components to the understanding of how networks are created and used. Students will also develop a range of computational thinking skills that will be applied to solve problems by designing and creating appropriate solutions

Students will also be taught how to program in Python for the controlled assessment element of the course and to demonstrate the theories covered. This GCSE is suitable for students who enjoy Maths, have an interest in technology, are logical, methodical and enjoy problem solving or are interested in a career in engineering, computing or related technical areas.

## Assessment

### There are three units

Computer System Architecture – assessed in an exam of 1 hour 30 minutes. This will be worth 40% of the total GCSE.

Students will be assessed on the following areas:

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

Computational thinking, algorithms and programming – assessed in an exam of 1 hour and 30 minutes. This will be worth 40% of the total GCSE.

Students will be assessed on the following areas:

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

Practical Programming Project – assessed internally. A 20 hour practical ‘making task’ using a programming language to design, write, test and correct errors in a program. This is worth 20% of the marks

## Progression/Further study

This course will enable students to proceed to qualifications at Level 3 and potentially Higher Education, including A-Level Computing. Along with many different careers including App development, programmers and network managers / technicians.

**Course Title – CiDA – Level 2 Certificate in Digital Applications**

**Mr Harbour**

## **Course Outline**

The next generation Certificate in Digital Applications (CiDA) is a Level 2 Technical Award for creative students who have a passion for digital applications. CiDA will help students unleash their creative potential. CiDA promotes the creative use of digital applications, enabling students to make the leap from passive consumers to active digital producers of digital content.

CiDA is inspiring and challenging. Students that enjoy using digital products will love this qualification. Its real-life, outcome-driven approach inspires and challenges students to demonstrate what they know and are able to do in real-world contexts. CiDA promotes independent learning. The project-based nature of this qualification allows students to progress at their own speed and showcase what they are capable of.

## **Assessment**

### **There are two units**

Unit 1 is assessed via a practical 2½ hours computer-based examination set by the exam board in which you will need to demonstrate your ability to design, build and test a web product.

### **25% of the marks – Externally Assessed**

Unit 2 is assessed by the creation of an e-portfolio of digital evidence – there is no written examination for Unit 2 and the assessment is therefore based 100% on coursework.

### **75% of the marks – Internally Assessed**

## **Progression/Further study**

Skills in digital applications provide a wide range of career options as well as a route into Further and Higher Education. The course is written in such a way that it provides a good grounding for further study in ICT and the skills for using ICT in the workplace.

Course Title – GCSE Business Studies - Edexcel

*Mr Harbour*

## Course Outline

Students will follow the GCSE Business Studies Course from Edexcel. It gives budding young business men and women the opportunity to study aspects which underpin the fundamentals of owning, running or operating within a business. It enables students to use an enquiring and critical approach to distinguish facts and opinions, build arguments and form judgments to acquire entrepreneurial success. The course allows students to analyse what makes a successful business and use mathematics to calculate overheads, profits, breakeven points and make financial decisions

It also allows students to look at national and global businesses and what makes them successful as well as how different stakeholders interact with businesses.

The course comprises two units as described below.

### Unit 1 Investigating Small Businesses

The unit concentrates on the key business concepts, issues and skills involved in starting and running a small business. It allows students to explore core concepts through the lens of an entrepreneur setting up a business.

The key topic areas that will be looked at are:

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making a business effective
- Understanding external influences on business

### Unit 2 Building a Business

This unit examines how a business develops after the initial start-up phase. It focuses on the decisions, business concepts and issues used to grow the business. Students will look at marketing, operations, HR and finance.

The key topic areas are:

- Growing the business
- Making marketing decisions
- Making financial decisions
- Making human resource decisions

### Assessment

The Business Studies GCSE is assessed by **two** exams, each worth 50% of the qualification.

Unit 1 – A 90 minute examination, split into 3 sections. Where you will be required to calculate, explain and justify responses

Unit 2 – A 90 minute examination, split into 3 sections. Where you will be required to calculate, explain and justify responses

### Progression/Further Study

Students have a range of options after GCSE for example A-Level Business, vocational courses, apprenticeships or work experience placements.

Course Title – GCSE Resistant Materials 8552 – AQA

*Mr Hayes*

## Course Outline

Many topics and themes are delivered throughout this Designing and Making qualification. For example:

Core technical principles – new and emerging technologies, energy storage and generation, modern and smart materials, mechanical devices, materials and their working properties.

Students will address these through working with a selection of materials. These being: papers and boards, timber, metal based materials, polymers, textile based materials, electronic and mechanical systems

Specialist technical principles - selection of materials or components, forces and stresses, ecological and social footprint, scales of production, sources and origins, using and working with materials, stock forms, types and sizes, specialist techniques, surface treatments and finishes.

Designing and making principles - environmental, social and economic challenge, the work of others, design strategies, communication of design ideas, prototype development, selection of materials and components, tolerances, material management, tools and equipment, techniques and processes.

Students must also demonstrate mathematical and scientific knowledge and understanding, in relation to Design and Technology.

## Assessment

Non-exam assessment (NEA): 30–35 hours approx., 100 marks, 50% of GCSE

Written exam: 2 hours, 100 marks, 50% of GCSE

## Progression/Further Study

This GCSE will enable students to proceed to qualifications at A-Level and Level 3 vocational qualifications in 'Design' and Engineering, providing a pathway to Higher Education or modern apprenticeships.

Course Title – GCSE Food Preparation and Nutrition 8585 - AQA

Miss Poundall

## Course Outline

Students will study Food Preparation Skills, Food Nutrition and Health, Food Safety, Food Science, Food Provenance, Food Choice.

During the course you will be given the opportunity to practise a wide range of skills along with having a greater understanding of nutrition, the science behind food as a material, where food comes from and wider environmental aspects associated with food.

In Years 9 and 10 students will develop their practical skills in food preparation throughout the year, along with completing a series of modules involving written theory work and food experiments.

In Year 11 students will concentrate on completing two Non Examination Assessments (NEA) using a variety of research and investigation methods. Students will respond to one of three specified tasks set by the exam board. Students will not carry out as much food preparation in Year 11 due to NEA and preparing for their exam.

Students will enjoy Food Preparation and Nutrition, if they are organised and enjoy experimenting with food. It is important for students choosing the course to enjoy preparing and cooking new foods. Students will complete experiments and some taste testing as part of their practical work. The course relies on basic scientific knowledge and you will therefore develop your own scientific knowledge throughout the course.

The course is taught in a “hands on” practical way; consequently the purchase of ingredients is essential. Time will also need to be allocated to visiting the supermarket. If cost is a concern please ensure you have a confidential discussion with Miss Poundall or Mr Hayes prior to selecting Food Preparation and Nutrition as an option choice. Students are also expected to do their own ingredients shopping (they may do this with parents, but it is important that students pick out what they are buying so they can be fully organised) and be prepared for lessons, having familiarised themselves with their recipes prior to attending class.

## Assessment

NEA Task 1 – Food Science Investigation (10 hours) = 15% of GCSE

NEA Task 2 – Food Preparation Assessment (20 hours including a 3 hour practical assessment) = 35% of GCSE

1 hour 45 minute exam = 50% of GCSE

## Progression/Further Study

This course will give you valuable key life skills enabling you to cook and make informed choices about what and how well you are eating.

Examples of careers within food include: Nutritionist, Food Sales and Promotion, Product Development, Consumer Technologist, Chef/Caterer, Food writer, Environmental Health Officer, Store Manager.

Course Title – GCSE PE - OCR

*Mr Burrows*

## Course Outline

This course will prepare learners for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology. Students will develop the transferable skills that are in demand by Further Education, Higher Education and employers in all sectors of industry. The course aims to create confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team – all skills that will enable them to stand out and effectively promote themselves as they progress through life.

We strongly advise that students looking to take GCSE PE as an option will have represented the school regularly in two or more sports or will participate in sport outside of school hours to a high standard. This course is **60% theory** with an emphasis on applied anatomy and physiology and sports psychology.

## Assessment

Students will sit two written exam papers, each worth 30% of the final GCSE PE grade. The final 40% is a practical activity assessment.

Paper 1 - examines applied anatomy and physiology and physical factors affecting performance.

Paper 2 - examines socio-cultural influences, sports psychology, health, fitness and well-being.

Practical activity assessment - evaluating and analysing performance and performance in physical education.

## Progression/Further Study

A-Level PE, A-Level biology (if you have taken GCSE science), BTEC Level 3 in Sport/Nutrition, Level 3 course in leisure or recreation, Level 3 course in Public Services. Degree in Sports and Exercise Science. Students often combine sports courses with management courses.

Possible career paths might include professional sports person, sports coach/instructor, physical education teacher, physiotherapist, police officer, Armed Forces, dietician, gymnasium instructor or manager, Fire Service.

Course Title – GCSE Dance - AQA

*Ms Lake*

## Course Outline

The course is ideal for students who wish to specialise in dance. Students will develop their knowledge and technique, and experience life as part of a dance company. Students will need to have a genuine interest in all aspects of dance and performance including attending productions. Students will need to work individually and as part of a team. Students will need to meet deadlines and be responsible for their own rehearsal schedule. Review and analysis of productions and performances is an integral part of the course. Students will need to keep an up to date theory portfolio and practical journal. There are three main areas of study:

### Performance

- Set phrases through a solo performance
- Duet/trio performance

### Choreography

- Solo or group choreography – a solo or a group dance for two to five dancers

### Dance appreciation

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

### Assessment

**Performance** – Externally moderated – 40 marks (15 marks for set phrases and 25 marks for duet/trio performance. This currently accounts for 30% of the overall grade.

**Choreography** – Externally moderated – 40 marks. This currently accounts for 30% of the overall grade.

**Dance Appreciation** – Written exam: 1 hour 30 minutes – 80 marks. This currently accounts for 40% of the overall grade.

### Progression / Further Study

A-Level Dance leading to study of Dance at Degree level in Higher Education; Dance can lead to a career in the theatre and dramatic arts and the entertainment industry.

Course Title – BTEC Technical Award in Health and Social Care

*Mrs Perry*

## Course Outline

This vocational qualification is aimed at students who wish to work in the Health and Social Care sector or simply feel they would benefit from gaining the experience and understanding that the course offers.

The qualification is made up of three components focusing on the assessment of knowledge, skills and practices related to the Health and Social Care services and the health and well-being of individuals.

The written assignment for component one focuses on the knowledge and understanding of human growth and development and how people deal with major life events.

For component two, the written assignment focuses on care values and working within the Health and Social Care services.

Component three focuses on the health and well-being of individuals.

## Assessment

Students are required to complete and achieve in all three components. Components one and two are assessed internally and students are required to produce written assignments in response to set briefs.

Component three is assessed through synoptic external assessment. Students are required to produce a health and wellbeing improvement plan for an identified individual set by the examining board. This task will be completed under exam conditions.

The points achieved for all three components are added together to form the final grade, awarded as a level one or level two, pass merit or distinction

## Progression/Further Study

Level 3 Health and Social Care  
CACHE Children's Care, Learning and Development  
NVQ Levels 2 and 3 in Health and Social Care

Possible career paths within this sector include health worker, nurse, social worker, nursery nurse, carer or early years classroom teacher.