

**A STUDENT AND PARENT  
GUIDE TO YOUR  
KEY STAGE 4**



**COURSES 2019-2021**

# Contents

English Language	2
English Literature	3
Mathematics	4
Combined Science: Synergy	5
Combined Science: Trilogy	6
Biology	7
Chemistry	8
Physics	9
Geography	10
History	11
Sociology	12
Religious Education	13
Child Development	14
French	15
Business Studies	16
Enterprise and Marketing	17
Creative iMedia	18
Computer Science	19
Art and Design	20
Music Technology BTEC	21
Music GCSE	22
Drama	23
Film Studies	24
Sports Studies	25
Design Technology	27
Food Preparation and Nutrition	28
Photography	29
Fashion and Textiles	30

## ENGLISH LANGUAGE GCSE

Exam board: AQA 8700

Director of English: Miss J. Warner

Subject Leader: Miss H. Day

The English department will be following the AQA GCSE English Language and AQA GCSE English Literature courses in Years 10 and 11 which covers all the requirements of the National Curriculum. Both courses will be taught simultaneously to all students in the year group. There are no tiers of assessment and there is no controlled assessment or coursework element. All students will sit a series of examinations which will give them the opportunity to gain grades from 9 – 1 in both English Language and English Literature.

### **English Language:**

Students will have the opportunity to develop their understanding of how writers use language and structure to achieve effects and influence readers through a range of texts from different time periods. They will also develop their written communication skills, using language effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

This course involves students completing two examinations at the end of Year 11 which assess both their reading and writing skills. The examinations are both 1 hour 45 minutes long and worth 50% each. The weighting on each paper is split equally between reading and writing.

During the course, students will also have the chance to develop their spoken language skills through presentations, group work and class debates. A separate grade will be awarded for spoken language communication skills.

Paper One focuses on Reading 20th or 21st Century Literature Prose Fiction and narrative or descriptive writing. For Section A, Students will be provided with a single source drawn from literary fiction in order to consider how established, modern and emerging writers use narrative and descriptive techniques to capture the interest of readers. They will have to answer four questions on the extract. For Section B, students will have a visual stimulus and a choice of two questions linked to the topic in Section A and designed to encourage them to use language effectively to create either a descriptive or narrative piece of writing.

Paper Two focuses on Reading 19th, 20th or 21st Century Non Fiction Prose and producing non-fiction writing. For Section A, they will answer four questions on two different sources which may include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiographies and biographical passages or other appropriate non-fiction and literary nonfiction forms. For Section B, students will produce a written text to a specified audience, purpose and form in which they give their own perspective on a theme that has been introduced to them in Section A.

**ENGLISH LITERATURE GCSE**

Exam board: AQA 8702

Director of English: Miss J. Warner

Subject Leader: Miss H. Day

This course offers students the opportunity to widen their reading, focus on their analytical skills and develop their own personal responses to texts. The course involves students completing two examinations (worth 100% of the overall mark).

Paper One is 1 hour 45 minutes long and worth 40% of the final grade. Students will be provided with an extract from both the Shakespeare play and the pre 19th Century novel which they have studied in class. They will be required to write two essay style answers, including detailed responses to the extracts and relevant references to the texts, as a whole. This is a closed-book exam.

Paper Two is 2 hours 15 minutes long and worth 60% of the final grade. For Section A, students will be required to write an essay style question on a character or theme in a modern novel or play which they have studied in class. For Section B, students will be provided with a copy of one of the cluster poems studied in class which they will compare with another poem of their choice from the same poetry cluster. For Section C, students will be provided with two unseen poems, on which they will need to write an essay style analytical response and comparison. This is a closed-book exam, with the exception of the one poem provided from the poetry cluster in Section B.

## MATHEMATICS GCSE

Exam Board: OCR J560

Director of Mathematics: Mrs R Clark

Subject Leader: Mrs S Merali

### **Introduction:**

All students are required to study Mathematics to the end of Key Stage 4; they will take the OCR GCSE examinations. Candidates are entered at one of 2 tiers:

Foundation Tier – grades 1-5, or, Higher Tier - grades 4-9

There are a vast number of career opportunities requiring Mathematics qualifications. Career opportunities ranging from engineering to accountancy, from computing to financial or retail management, from statistical analysis to architecture are all supported by qualifications in Mathematics.

### **Content:**

Each of the tiers requires students to study topics on number, algebra, ratio and proportion, geometry, statistics and probability.

Homework will be set regularly and will involve extra practice on work studied in class and examination style questions.

All students are expected to have their own calculators for use at home and in class. A scientific calculator is essential for all students. Geometric instruments, such as a compass and protractor, are also needed for parts of the course.

### **Assessment:**

The course will be assessed by three 90 minute written exams at the end of the course. Papers 1 and 3 are calculator papers and paper 2 is a non-calculator paper.

<b>COMBINED SCIENCE SYNERGY GCSE</b>
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Exam board: AQA 8465

Subject Leader: Mr J.Dodd

The primary objective of this specification is to interest and engage candidates in science. This is achieved by:

- identifying activities and experiences which will excite their interest and linking these scientific ideas and their implications for society
- providing opportunities to develop science explanations and theories
- providing a scheme of assessment which gives regular feedback.

**Subject content**

1. Building blocks
2. Transport over larger distances
3. Interactions with the environment
4. Explaining change
5. Building blocks for understanding
6. Interactions over small and large distances
7. Movement and interactions
8. Guiding Spaceship Earth towards a sustainable future

**Units of assessment**

This qualification is linear which means that students will sit all of their exams at the end of year 11.

Paper 1: Topics 1-4 (100 marks - 25% of GCSE – 1hour 45 minutes)

Paper 2: Topics 1-4 (100 marks - 25% of GCSE – 1hour 45 minutes)

Paper 3: Topics 5-8 (100 marks - 25% of GCSE – 1hour 45 minutes)

Paper 4: Topics 5-8 (100 marks - 25% of GCSE – 1hour 45 minutes)

<b>COMBINED SCIENCE TRILOGY GCSE</b>
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Exam board: AQA 8464

Subject Leader: Mr J Dodd

The primary objective of this specification is to interest and engage candidates in science. This is achieved by:

- identifying activities and experiences which will excite their interest and linking these scientific ideas and their implications for society
- providing opportunities to develop science explanations and theories
- providing a scheme of assessment which gives regular feedback.

### **Subject content**

Biology

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

Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Physics

18. Forces
19. Energy
20. Waves
21. Electricity
22. Magnetism and electromagnetism
23. Particle model of matter
24. Atomic structure

### **Units of assessment**

This qualification is linear which means that students will sit all of their exams at the end of year 11. There are six papers: two biology, two chemistry and two physics.

Paper 1: Biology 1, topics 1-4 (70 marks – 16.7% of GCSE – 1 hour 15 minutes)

Paper 2: Biology 2, topics 5-7 (70 marks – 16.7% of GCSE – 1 hour 15 minutes)

Paper 3: Chemistry 1, topics 8-12 (70 marks – 16.7% of GCSE – 1 hour 15 minutes)

Paper 4: Chemistry 2, topics 13-17 (70 marks – 16.7% of GCSE – 1 hour 15 minutes)

Paper 5: Physics 1, topics 19, 21, 23 and 24 (70 marks – 16.7% of GCSE – 1 hour 15 minutes)

Paper 6: Physics 2, topics 18, 20 and 22 (70 marks – 16.7% of GCSE – 1 hour 15 minutes)

## **BIOLOGY GCSE**

Exam board: AQA 8461

Subject Leader: Mr J Dodd

The primary objective of this specification is to interest and engage candidates in science.

This is achieved by:

- identifying activities and experiences which will excite their interest and linking these scientific ideas and their implications for society
- providing opportunities to develop science explanations and theories
- providing a scheme of assessment which gives regular feedback.

### **Subject content**

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

### **Units of assessment**

This qualification is linear which means that students will sit all of their exams at the end of year 11.

Paper 1: Topics 1-4 (100 marks - 50% of GCSE - 1 hour 45 minutes)

Paper 2: Topics 5-7 (100 marks – 50% of GCSE - 1 hour 45 minutes)

## CHEMISTRY GCSE

Exam board: AQA 8462

Subject Leader: Mr J Dodd

The primary objective of this specification is to interest and engage candidates in science. This is achieved by:

- identifying activities and experiences which will excite their interest and linking these scientific ideas and their implications for society
- providing opportunities to develop science explanations and theories
- providing a scheme of assessment which gives regular feedback.

### **Subject content**

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

### **Units of assessment**

This qualification is linear which means that students will sit all of their exams at the end of year 11.

Paper 1: Topics 1-5 (100 marks - 50% of GCSE - 1 hour 45 minutes)

Paper 2: Topics 6-10 (100 marks – 50% of GCSE - 1 hour 45 minutes)

## PHYSICS GCSE

Exam board: AQA 8463  
Subject Leader Mr J Dodd

The primary objective of this specification is to interest and engage candidates in science. This is achieved by:

- identifying activities and experiences which will excite their interest and linking these scientific ideas and their implications for society
- providing opportunities to develop science explanations and theories
- providing a scheme of assessment which gives regular feedback.

### **Subject content**

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

### **Units of assessment**

This qualification is linear which means that students will sit all of their exams at the end of year 11.

Paper 1: Topics 2, 4, 6 and 7 (100 marks - 50% of GCSE - 1 hour 45 minutes)

Paper 2: Topics 1, 3, 5, 8 (100 marks – 50% of GCSE - 1 hour 45 minutes)

## **GEOGRAPHY GCSE**

Exam board: Edexcel GCSE Geography B (9-1) 2016

Subject leader: Mrs Catmur-Oxtoby

### **Introduction**

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. It is a subject about now and the future. As you will be aware from your lessons in KS3, the delivery of the subject is through exciting, varied and challenging topics and tasks, designed to help you to develop as an effective and independent learner and to foster empathy and an understanding of our planet. Geography has so many links to other subjects including Science, English, Maths, History and Business Studies that it is a great subject to study whatever option package you choose.

### **Content**

At Oakgrove we will be following the Edexcel Geography B (9-1) syllabus which focuses on an issues-based approach (similar to the KS3 scheme of learning) with specification content organised by UK and global geographies (Papers 1 and 2). During our UK studies, students undertake a compulsory fieldwork day which is a vital element for their course. It also includes a decision-making paper, which allows students to investigate people-environment issues on a global scale (Paper 3).

During the two year course you will develop your knowledge and understanding of geographical concepts and appreciate your relevance to our changing world. Together we will learn what it means to be a global citizen and to recognise how we can contribute to a future that is sustainable and inclusive.

### **Assessment**

The course is made up of 3 core units:

Component 1: Global Geographical Issues, 37.5% of the qualification

- Topic 1: Hazardous Earth
- Topic 2: Development dynamics
- Topic 3: Challenges of an urbanising world

Written examination: 1 hour and 30 minutes, 94 marks

Component 2: UK Geographical Issues, 37.5% of the qualification

- Topic 4: The UK's evolving physical landscape
- Topic 5: The UK's evolving human landscape
- Topic 6: Geographical investigations

Written examination: 1 hour and 30 minutes, 94 marks

Component 3: People and Environment Issues – Making Geographical Decisions, 25% of the qualification

- Topic 7: People and the biosphere
- Topic 8: Forests under threat
- Topic 9: Consuming energy resources

Written examination, 1 hour and 15 minutes, 64 marks

Please note, students will be required to attend a 1-day **compulsory** fieldwork trip to 2 locations in the UK as part of course requirements set by the exam board.

## HISTORY GCSE

Exam board: Edexcel GCSE (9-1) in History (1H10)

Subject leader: Mrs S Eldridge

### **Introduction:**

The GCSE course allows students the opportunity to develop and extend their knowledge and understanding of key events, periods and societies in local, British and wider world history. You will not just learn what happened but also how to study the past; enabling you to engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. You will learn how to make your own judgements and how to assess sources. History will help you to develop skills in reading, writing, analysing information, thinking and asking relevant questions about the past – all these help prepare you for the world of work, or further study.

### **Content:**

The Pearson Edexcel GCSE (9-1) in History consists of three externally examined papers:

Paper 1: Thematic study and historic environment (1H10 / 10-12)

Students will study:

- Crime and punishment in Britain, c1000 – present

Paper 2: Period study and British depth study (1H10 / 20-29)

Students will study:

- Early Elizabethan England 1558-88
- Superpower relations and the Cold War, 1941-91

Paper 3: Modern depth Study (1H10 / 30-33)

Students will study:

- The USA, 1954-75; conflict at home and abroad.

### **Assessment:**

Paper 1: Thematic study and historic environment (1H10 / 10-12)

1 hour and 15 minutes

30% of the qualification

Paper 2: Period study and British depth study (1H10 / 20-29)

1 hour and 45 minutes

40% of the qualification

Paper 3: Modern depth Study (1H10 / 30-33)

1 hour and 20 minutes

30% of the qualification

## **SOCIOLOGY GCSE**

Exam board: AQA 8192

Subject leader: Mr M O'Callaghan

Sociology is the study of societies and the way that they shape people's behaviour, beliefs, and identity. GCSE Sociology enables students to make sense of the rapidly changing world that we live in and helps them to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions. By studying sociology, students will develop transferable skills including how to; investigate facts and make deductions, develop opinions and new ideas on social issues, analyse and better understand the social world.

### **What will students study?**

1. The sociological approach
2. Social structures, social processes and social issues
3. Families
4. Education
5. Crime and deviance
6. Social stratification
7. Sociological research methods

### **How is the course assessed?**

Paper 1 – The sociology of families and education

Written exam: 1 hr 45 mins                      50% of GCSE

Paper 2 – The sociology of crime and deviance and social stratification

Written exam: 1 hr 45 mins                      50% of GCSE

<b>RELIGIOUS STUDIES GCSE</b>
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Exam board: AQA 8062

Subject leader: Mr M O'Callaghan

This subject encourages students to take a questioning approach to evidence and issues. This develops their critical, evaluative skills – an essential academic skill for future education prospects, as well as serving as a fundamental tool for life that enables young people to relate successfully to others in their communities, school, local residential areas and the workplace.

### **What will students study?**

#### **Paper 1: The study of religions: beliefs, teachings and practices**

From the perspective of two religions, chosen from the following:

- Christianity
- Islam
- Judaism
- Hinduism
- Buddhism
- Sikhism

#### **Paper 2: Four religious, philosophical and ethical studies, including themes selected from the followin**

- Theme A: Relationships and families
- Theme B: Religion and life
- Theme C: The existence of God and revelation
- Theme D: Religion, peace and conflict
- Theme E: Religion, crime and punishment
- Theme F: Religion, human rights and social justice

### **How is the course assessed?**

<b>Paper 1</b> – Beliefs, teachings and practices	1 hr 45 mins	50%
<b>Paper 2</b> – Philosophical and Ethical studies	1 hr 45 mins	50%

<b>CHILD DEVELOPMENT Level 2 Cambridge National Certificate</b>
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Exam Board: OCR J818

Subject Leader: Mr M O'Callaghan / Miss M Taylor

This course focuses on the development of a child from conception to the age of five. Students will be encouraged to recognise the importance of a stimulating and caring environment for young children and gain an understanding of their needs within the family and the community.

The course will be of particular interest to students who wish to pursue a career working with children. This qualification will help students to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.

There are three main compulsory topics within this course:

**Health and well-being for child development** - students will develop the essential knowledge and understanding of child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety.

**The equipment and nutritional needs of children from birth to five years** - students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes. On completion of this unit, learners will be able to apply their knowledge and understanding, through a practical activity, to show how the needs are met to promote the well-being and development of the child.

**The development norms of a child from birth to five years** - students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms. On completion of this unit, learners will be able to apply their knowledge and understanding, through practical activities, to show how play affects the development of individual children.

Assessment:

R018 - Health and well-being for child development

Written paper OCR-set and marked

1 hour and 15 minutes                      80 marks (120 UMS)                      50%

R019 The equipment and nutritional needs of children from birth to five years

Centre assessed practical tasks

Moderated by OCR                      60 marks (60 UMS)                      25%

R020 The development norms of a child from birth to five years

Centre assessed practical tasks

Moderated by OCR                      60 marks (60 UMS)                      25%

<b>FRENCH GCSE</b>
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Exam board: AQA 8658

Subject Leader: Mrs J Johnston

**Introduction:**

GCSE French is taught and assessed across all four skill areas – listening, speaking, reading and writing. There are four exams to assess students in each of these four skills at the end of Year 11: there is no coursework. Each exam is worth 25%. GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. The emphasis is on successful communication and comprehension, and this qualification will enable students to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

**Content:**

GCSE French students will have 4 hours per week in the subject. The topics studied include 'Identity and culture' (sub-topics: relationships, technology, free-time activities, festivals in French-speaking countries,) 'Local, national and international and global areas of interest' (sub-topics: your town, voluntary work, the environment, travel,) and 'Current and future study and employment' (sub-topics: studies, life at school, jobs.) By studying GCSE French, students will not only be able to communicate and share their ideas with French-speaking people, but also enhance their cultural knowledge and add an international dimension to their choice of GCSE subjects, which is something many future employers and higher education providers look for.

**Assessment:**

There are 4 exams which are taken at the end of Year 11, one in each skill area – listening, speaking, reading and writing.

**Paper 1**, Listening exam: • 25% of GCSE • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier)  
(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

**Paper 2**, Speaking exam: • 25% of GCSE • Speaking exam: Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier) • Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier) • General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

**Paper 3**, Reading exam: • 25% of GCSE • 45 minutes (Foundation Tier), 1 hour (Higher Tier) • 60 marks (for each of Foundation Tier and Higher Tier)

**Paper 4**, Writing exam: • 25% of GCSE • 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) • 50 marks at Foundation Tier and 60 marks at Higher Tier

## **BUSINESS GCSE**

Exam board: Edexcel 1BS0

Subject Leader: Mrs J Gorman

This course will introduce students to the world of small businesses and will focus on the skills and attributes needed to be a successful entrepreneur. Students will find out how to develop an idea and spot an opportunity, and turn that into a successful business. Students will also understand how to make a business effective and manage money and that the external environment, for example government actions, will impact upon a business.

The course is comprised of two units.

### **Theme 1: Introduction to Small Business**

This looks at the skills and knowledge needed to start up a new business. It includes topics such as enterprise, business objectives, sources of finance for a start-up business, types of costs, marketing for a small business, etc. This is assessed through an external exam taken at the end of the course.

### **Theme 2: Building a Business**

This unit looks at the challenges of developing a small firm into a medium sized company. This unit looks at the areas of marketing, finance, personnel, production and the external business environment. It will be assessed at the end of year 11 in the form of an external written exam paper.

The course is taught using business case studies. To be successful students must be prepared to learn new vocabulary as it is introduced and to take an interest in current events. Students will also need to master simple business calculations such as those relating to profit, break even and cash flow.

### **Assessment**

Paper 1: Examination (50% of the total marks). Students will take a written examination paper. The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions

Paper 2: Examination (50% of total marks). The questions will be a mixture of multiple-choice, data response, short-answer, extended-writing and scenario-based questions. For example, students might be given details of a business and asked a number of questions based on that business.

## Enterprise and Marketing Cambridge National

Exam Board: OCR Cambridge National (Enterprise and Marketing)

Subject Leader: Mrs J Gorman

This course provides learners with the opportunity to develop a wide range of skills and techniques, personal qualities and attitudes essential for successful performance in working life. It is intended that the applied nature of the course, and its assessment approach, will motivate learners and encourage greater independence.

The course is composed of three units:

### **Unit 1: Enterprise and Marketing Concepts (50%)**

The first unit underpins the other learning in this qualification. Students will learn about the techniques that businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers. They will also learn about key aspects of small businesses, including ownership and functional activities.

### **Unit 2: Design a Business Proposal (25%)**

For this unit, students are provided with a business challenge. From this they will create a researched and costed business proposal. Students will need to undertake activities such as conducting market research, presenting data, using idea generation tools, seeking and acting on feedback, and costing proposals.

### **Unit 3: Market and Pitch a Business Proposal (25%)**

In unit 3, students will prepare for and pitch their own business proposal that they developed in unit 2. Alongside developing a brand identity, students will investigate how to best promote their product and then plan and prepare their pitch. After delivering their practice and professional pitch they will review their own performance and business proposal. This unit will develop the students' analysis and self-evaluative skills as well as those relating to self-presentation.

### Assessment

- The course consists of two internally assessed assignments and one external test.
- The overall quality of the written assignments and the external exam will determine whether a student gains a pass, merit or distinction in this course.
- The Cambridge National course focuses on developing practical skills such as making presentations, meeting deadlines, working as part of a team, and being able to use ICT effectively.

## **Creative iMedia Cambridge National**

Exam board: OCR

Subject leader: Mr J Martin-Shepherd

### **Introduction**

Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector.

### **Content**

Unit R085: Creating a multipage website

This unit will enable learners to understand the basics of creating multi-page websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website.

Unit R087: Creating interactive multimedia products

This unit will enable learners to understand the basics of interactive multimedia products for the creative and digital media sector. They will learn where and why interactive multimedia is used and what features are needed for a given purpose. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating an interactive multimedia product.

R082: Creating digital graphics

The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, timeframes, deadlines and preparation techniques as part of the planning and creation process.

Unit R081: Pre-production skills

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

### **Assessment**

75% Externally set and moderated coursework (R085, R087 and R082)

25% External examination (1 hour 15 minutes), externally set and marked (R081)

## COMPUTER SCIENCE GCSE

Exam board: OCR J276

Subject leader: Mr J Martin-Shepherd

### Introduction

This option has been designed for students who have a keen interest and passion for Computer Science so they can specialise in this field. Computer Science helps develop an understanding of computer science methods in the real world and so you will decompose and model aspects of real-world situations, and as a result be able to design, build and test a fully-programmed solution to a problem.

### Content

#### 01 - Computer systems

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

#### 02 - Computational thinking, algorithms and programming

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

### Programming Project

In this practical unit, you will develop a computer program (the theme is decided by Pearson). The content for this component will draw on algorithms, decomposition and abstraction. You will design, write, test and refine a program under controlled conditions towards the end of the course.

### Assessment

50%: 01 - Computer systems - Written examination (1 hour 30 minutes, externally assessed)

50%: 02 - Application of Computational Thinking (1 hour 30 minutes, externally assessed)

0%: Programming Project (20 hours, externally verified)

<b>ART &amp; DESIGN GCSE</b>
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Exam board: AQA 8201

Subject Leader: Mrs A Carel

### Art & Design GCSE

The course offers a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Emphasis is on an increased breadth of approach commensurate in demand with the other titles. The context of practice, rather than the breadth of activities and/or range of media employed, determines whether a student's work can be described as art-based, craft-based and/or design-based.

Each student is required to work in at least two of the areas listed below. They may explore overlapping and combinations of areas.

#### Fine art

Drawing, painting, sculpture, land art, installations, printmaking, film, or mixed media.

#### Graphic Design

Computer aided design, illustrating, advertising, packaging, digital imaging, film and /or exhibition design, interior, product or environmental design.

#### Textiles

Printed, dyed, domestic, constructed or applied textiles fashion or costume.

#### Photography

Portraiture, documentary or photojournalism, environmental photography, experimental photography, still life and/or the natural world.

#### Three-Dimensional Design

Ceramics, sculpture, theatre, television, film, exhibition, interior, product or environmental design.

Students will produce work in four main assessment areas:

- A01 Contextual studies
- A02 Refining and selecting ideas
- A03 Recording ideas and Observations
- A04 Presenting a personal and informed response

The Scheme of Assessment is made up of two components

- Coursework – Two units of coursework, worth 60% of the final marks.
- The Controlled Test - lasting 10 hours, worth 40% of the final marks.

**MUSIC BTEC First Award in Music (Music Technology)**

Exam board: Pearson

Subject Leader: Miss D Lodge

Music BTEC is a two year course which focuses on the more technical elements of music. You will learn about various roles in the music industry including sound engineer, venue staff, promotion and technical support. You will work with different types of recording equipment and will gain hands on experience using the recording studio. The assignments that you work through will be based on real industry situations. You will cover topics including digital recording, event management and music sequencing.

You will complete 4 units:

**Unit 1: The Music Industry (25%)**

In this unit you will learn to understand different types of organisations that make up the music industry and to understand different job roles in the music industry. The unit is assessed by a written exam paper.

**Unit 2: Managing a Music Product (25%)**

In this unit, you will plan, develop, deliver and promote a music product as well as review the management of a music product. The unit is assessed by coursework which will contain a mix of practical and written work.

**Unit 6: Introducing Music Recording (25%)**

In this unit, you will plan a recording session and use recording equipment safely to produce multi-track recordings. The unit is assessed by coursework which will contain a mix of practical and written work.

**Unit 7: Introducing Music Sequencing (25%)**

In this unit, you will explore music sequencing techniques and use music sequencing software to create music. The unit is assessed by coursework which will contain a mix of practical and written work.

## MUSIC GCSE

Exam board: PEARSON EDEXCEL 1MU0

Subject leader: Miss D Lodge

Music is a two year course which focuses on both practical and theoretical elements of music. You will learn about music theory (and to be a fluent music reader if you are not already) and you will be given the opportunity to look at a wide range of styles and genres, including classical music, 20th/21st century music, music for stage and screen as well as world fusions. You will be expected to participate in musical events and attend concerts. In addition to theory, listening and composing, you will also be required to perform music on a chosen instrument or voice.

### **Content:**

Music is broken down into three main elements and is based around composing, performing and listening (appraising). During the course you will be required to compose two pieces, one of these will be a free choice and the other will be a response to a brief set by the exam board. Students will be required to provide two performances; one as a soloist and one as part of an ensemble. The course will culminate at the end of year 11 in a 1hr 45 minute listening exam which will assess the different areas of study through extracts from the set works, melodic/rhythmic dictation and an unfamiliar extract.

### *Areas of Study:*

Each area of study consists of two set works as well as generalised coverage of the style/era.

- Instrumental Music from 1700-1820
- Vocal Music
- Music for Stage and Screen
- Fusions (e.g. African/Celtic)

### **Assessment**

1: Performing - Practical Examination of Performing Skills – internally assessed and externally moderated. Students will need to perform for a minimum of 4 minutes including at least 1 minute solo and 1 minute ensemble. (30%)

2: Composing - Two compositions which are internally assessed and externally moderated. One free choice and one to a brief set by the exam board. Each piece will last at least 1 minute and together they will total at least 3 minutes. (30%)

3: Appraising - Written exam lasting 1hr and 45mins which is externally assessed. Questions on set works, melodic/rhythmic dictation and on an unfamiliar piece. (40%)

## DRAMA GCSE

Exam board: WJEC/Eduqas C690QS

Subject Leader: Mrs E Dutton

GCSE Drama is an exciting, inspiring and practical course that allows all participants to develop as creative, effective, independent and reflective learners able to make informed choices in process and performance. Whilst using a wide range of invaluable transferable skills, students will take on many different roles in a variety of collaborative, practical and academic situations. The course allows students to approach tasks as performers, directors and designers. They will have the opportunity to create their own work as well as explore and perform in plays written by others; understanding their social, cultural and historical contexts, including the theatrical conventions of the period in which they were performed.

The course is in three parts or components:

- **Component 1.** In this Component, students participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus. They will work in a small group but will receive an individual mark of out 15 for their performance. They will thoroughly record the process of devising in a portfolio, which can be made up of a mixture of photographs, sketches, recorded evidence and written responses; this is marked out of 30. Finally, there is a formal, timed evaluation of their final performance, which is worth 15 marks.
- **Component 2.** Here, students study and perform two key extracts from one scripted performance text chosen by the centre; this performance is marked out of 30. Students who wish to, may offer instead performance support in terms of sound or lighting or costume or set design, following a thorough screening process to ensure this is the best route for them.
- **Component 3.** Section A of this component involves the practical exploration of a set text from the point of view of actor, director and designer. In Section B, students must visit the theatre and evaluate a chosen performance. Both these responses take the form of a written exam and together, are marked out of 60.

**Component 1** is the Coursework for GCSE Drama and is worth 40% of the final grade.

**Component 2** is the practical exam, worth 20% of the final grade; this is performance based, either as an actor or designer.

**Component 3** is the written exam, worth 40% of the final grade; the exam lasts for 1 hour and 30 minutes where students answer questions on their set text and complete a Live Theatre Evaluation.

## FILM STUDIES GCSE

Exam board: WJEC/EDUQAS  
Subject Leader: Miss C Walker

The Media & Film Department will be offering students the option of a two year Film Studies GCSE course (WJEC/EDUQAS).

Students take three components: Key Developments in US Film, Global Film and Film Production

Key Developments in US Film and Global Film are assessed by means of two external exams – both paper one and two are ninety minutes in length. Both exams require students to have studied a variety of compulsory set films (covered in class over the duration of the course). These films include British productions, non-English language productions, Hollywood produced films and independently produced films. The questions test the students' knowledge and understanding of key concepts such as representation, narrative, aesthetics and contexts. The exam also tests the students' ability to comment on the use of microelements in film form, genre and generic conventions and key developments in the history of film technology.

Film Production is a non-exam assessed unit (i.e. coursework). Students will have the opportunity to demonstrate knowledge, understanding and skills in the exploration and analysis of film through a five minute screenplay for a key sequence from a new genre based film. Students will also be required to produce an evaluative analysis of their own work in relation to other professionally produced work.

<b>Sports Studies OCR Cambridge National</b>
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Exam board: OCR Cambridge National Sports Studies

Subject Leader: Mr S Green

The Cambridge National in Sport Studies takes a more sector-based focus, whilst also encompassing some core sport/physical education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and how this shapes the sports industry.

#### Unit R051: Contemporary issues in sport

This unit sets the context of sport within the wider environment and how it reflects society and its values. Students will explore a range of topical and contemporary issues in sport, as well as the promotion of values and ethical behaviour through sport. Students will also learn about the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment.

This unit is externally assessed through an OCR set and marked 1 hour exam. A sample test can be downloaded from the website, where you can also find past papers and examiners reports.

#### Unit R052: Developing sports skills

Students will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity. Students will also improve their understanding of the rules to allow them to act in a number of officiating roles within an activity. As well developing sporting skills, students will also develop their transferable skills such as communication, performing under pressure, using initiative to solve problems and making decisions by considering rapidly changing conditions around them.

This unit is assessed through an OCR-set task and includes demonstration of students' own practical performance skills and officiating, along with a demonstration of the ways students can improve their own performance.

#### R053: Sports leadership

Whether voluntary or professional, the role of the sport leader is imperative in any sport. Adopting the role of coach, manager, teacher or team captain, sport leaders can shape the development of sport by influencing and inspiring those around them to participate and perform in sporting activities. In this unit, students learn more about different leadership roles and styles. They will then go onto to plan and deliver effective and safe sessions and evaluate their own performance.

This unit is assessed through an OCR-set task to allow practical demonstration of students' planning and leadership skills.

#### R054: Sport and the media

Sport uses the range of media to promote itself and in turn the media uses sport to expand and maintain uptake of its products. In this unit learners look at the differences in sports coverage across a range of media outlets; the impacts the media has on sport and how this has changed over the years. They will also learn about the effect on public interest and

media involvement in sport. Students will develop skills relevant in a range of careers and roles within the sports industry, such as sports reporting/broadcasting, sports analysis or research and public relations or media work within a sports organisation.

This unit is assessed through an OCR-set task where students communicate their knowledge to an external audience.

#### Weekly Allocation of Lessons

Students will have three lessons per week, which will include at least one practical and one theory lesson. The final lesson will depend upon the units currently being studied.

<b>GCSE IN DESIGN AND TECHNOLOGY</b>
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Exam board: OCR J310  
Subject leader: Mr D Clow

**Introduction:**

A focus on iterative designing – Students will learn to deliver their thinking and design skills through iterative design processes that allow them to ‘explore, create and evaluate’ following practices and strategies used by the creative, engineering and manufacturing industries.

This subject provides a coherent, satisfying and worthwhile course of study for students, whether they wish to pursue the study of Design and Technology in the future or whether it will be their last experience of studying the subject.

**Content:**

Principles of Design Technology

This component brings together the students ‘core’ and ‘in-depth’ knowledge and understanding.

- ‘Core’ knowledge of Design and Technology principles demonstrates students’ broad understanding of principles that all students should have across the subject.
- ‘In-depth’ knowledge allows students to focus more directly on at least one main material category, or design engineering. The question paper is split into two sections.

A minimum of 15% of the paper will assess students’ mathematical skills as applied within a design and technology context.

Iterative Design Challenge

There is a piece of Non–Examined Assessment (NEA) which is 50% of the final grade.

Work in the NEA can focus on the use of a range of materials including ‘smart’, other modern materials and control systems and is not restricted by materials or processes, allowing students’ the freedom to utilise any resources and facilities appropriate to their design developments and available. Students will have to make a quality product based on a “Contextual Challenge” which is set annually by the exam board. The contextual challenges change every year. The student will also need to produce a portfolio of evidence for the practical outcome.

It is through the iterative processes of designing that students draw on their wider knowledge and understanding of Design and Technology principles.

Contextual challenges will be released on 1 June each year.

**Assessment:**

UNIT	UNIT TITLE	DURATION	WEIGHTING
01	Principles of Design Technology	2 hours	50%
02,03	Iterative Design Challenge (NEA)	Approx. 40 hours	50%

<b>GCSE IN FOOD PREPARATION &amp; NUTRITION</b>
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Exam board: AQA 8585

Subject Leader: Miss L Owen

GCSE Food Preparation and Nutrition is a new exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

### **Subject Content – What is covered?**

Food preparation skills are integrated into five core topics:

- 1. Food, nutrition and health** – Macronutrients, Micro Nutrients, Nutritional Needs and Health.
- 2. Food science** – Cooking of food, Heat Transfer and the Functional and Chemical Properties of Food.
- 3. Food safety** – Food Spoilage, Contamination and the Principles of Food Safety.
- 4. Food choice** – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing
- 5. Food provenance** – Environmental Impact and Sustainability of Food, Food Processing and Production.

### **Assessment**

**EXAM: Paper 1: Food preparation and nutrition (50%)**    **Written exam: 1 hour 45 minutes**

The paper will be made up of 20 multiple choice questions worth 20 Marks and 5 questions each with a number of sub questions worth 80 marks.

**NON- EXAM ASSESSMENT (NEA): Task 1: Food investigation (15%) Written Report**

Students' understanding of the *working characteristics, functional and chemical properties of ingredients*. Students will submit a written report (1,500–2,000 words) including photographic evidence of the practical investigation.

**NON- EXAM ASSESSMENT (NEA): Task 2: Food preparation assessment (35%)**

#### **Written Portfolio**

Students' knowledge, skills and understanding in relation to the *planning, preparation, cooking, presentation of food and application of nutrition* related to the chosen task.

Students *will prepare, cook and present a final menu of three dishes* within a single period of no more than three hours, planning in advance how this will be achieved.

Students will submit a written portfolio (15 A4 pages) including photographic evidence.

## PHOTOGRAPHY GCSE

Exam board: WJEC - EDUQAS C656QS

Subject leader: Mrs E Barnett-Vincent

If you are interested in Art and Graphic Communications or possibly following any career within design or the creative industries, Photography is a great course for you. This course involves taking photos, looking at photographers, recreating their work, developing ideas in a sketchbook, working on location, several trips and having fun.

### Aims

- To develop the ability to express and communicate ideas and feelings using 'new' visual language.
- To develop skills in a range of different art tools and techniques.
- To develop confidence and ability to plan, investigate, develop ideas and realise intentions with increasing independence.
- To celebrate talents and ability within Art and Photography.

Choosing to study photography will provide you with the opportunity to develop your visual awareness and understanding of photography as a form of artistic and creative expression. GCSE photography offers a range of skills through the application of digital media processes. You will have the opportunity to explore a variety of experimental techniques and technical skills, supported by the development of critical analysis.

This course is structured by a series of projects that work towards the portfolio of evidence. Students will be working initially on developing photographic skills, working with and understanding Digital SLR cameras. Students will develop skills in Photoshop, where they will be able to edit their work, make their pictures stronger and see what possibilities there are for a single photograph.

The course will introduce new skills, media and techniques, whilst extending your ability to research, experiment, develop and refine your work. The first unit will work on the formal elements composition, framing, camera control and an introduction to Photoshop skills. Projects include A-Z of Oakgrove, Inspired By, Mixed Media and Horror. We will shoot on location, at school, visiting English Heritage Properties, a day trip to London and have the opportunity for an international Visit in the Easter Holidays of both Year 10 and Year 11.

In Year 11 Students will develop their portfolio with a more personal approach to their work.

Unit 1 – Controlled Assessment 60% - Portfolio

Unit 2 - Sustained focus – 40% - Externally set and assessed piece of work, sketch book and final outcome

Visits to exhibitions, museums, artist studios, galleries and other places of interest are of fundamental importance, so that you can gain first-hand information for your own ideas and developments through viewing the work of others in a contemporary and historical context. Use of a camera outside of school is beneficial.

<b>FASHION / TEXTILES: GCSE Art and Design: Fashion and Textiles</b>
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Exam board: AQA 8204  
Subject Leader: Miss L Owen

Interested in going into a career in Fashion or Textiles? Then this is the course for you.

**Areas of study -**

Component 1 - Coursework (worth 60%)  
Component 2 - Exam (worth 40%)

Students are required to work in one or more area(s) of textile design, such as those listed below:

- art textiles
- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- installed textiles.

Students may explore overlapping areas and combinations of areas.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Upon completion, learners can progress to Technical Certificates and other Level 3 vocational qualifications such as BTEC Extended Level 3 Diploma in Fashion and Textiles or A-level Art and Design: Fashion and Textiles.