

**Key Stage 4
Curriculum Booklet**

Spring 2020



Excellence, Innovation, Respect

OFSTED: "The curriculum is outstanding."

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Introduction

Up to now the subjects you have followed have been chosen for you. This is now changing as you can choose to study certain subjects in years 10 and 11. Some subjects you select will be ones you have taken before but there is also an opportunity to follow new subjects.

All students at Oakgrove will take English Language, English Literature, Mathematics, and Combined Science or Triple Science. All students will also have an hour of PE each week.

Ebacc Subjects

The EBacc was introduced by the government to ensure that students are studying a broad and balanced set of qualifications. To fulfil the EBacc students need to study English, Mathematics, two Sciences, a Language and a Humanities (History or Geography). We encourage all students to pick courses to meet these requirements, particularly if you are considering going on to University. All Students at Oakgrove will need to choose at least one subject from French, History and Geography. You can also choose to study two or all three if you wish.

Other Subjects

This booklet has been compiled to help you understand more about the courses on offer. Making your choices is important and you should make the most of the opportunities available to you in the next few weeks to ensure you make the right decision. You will need to choose three subjects from the options which will include French, History and Geography.

You should think carefully before coming to any decision. You should read the whole booklet as you need to know what to expect from each subject you take and what is expected of you.

During Assemblies you will have the chance to hear presentations from new subjects as well as receiving information directly from the different subject leaders. The Life Studies and assembly programme is also centred on decision making designed to give the maximum support in this crucial time for year 9 students.

If your parents want any further information and/or are unable to get to the Options' Evening, then they are of course welcome to contact me at the school.

Yours sincerely,

Mrs N Irwin-Morris
Senior Deputy Headteacher

KEY DATES Year 9 options process – Spring 2020

Wed 22 Jan	First Options Assembly
Wed 29 Jan	Second Options Assembly
Thu 30 Jan	Year 9 options evening for all parents and students. The event will start at 5.30pm and run until 7.30pm. There will be presentations in the Theatre for parents at 6pm (surnames A-K) and 6.30pm (surnames L-Z). The Sports Hall will have market stalls for every subject with staff to talk to, displays and promotional leaflets etc. All Year 9 students are expected to attend.
Wed 26 Feb	Subject “taster” assembly
Thu 27 Feb	Year 9 parents’ evening (X)
Wed 4 Mar	Subject “taster” assembly
Thu 5 Mar	Year 9 parents’ evening (Y/Z)
Fri 6 Mar	Options Online System Opens
Wed 18 Mar	Final subject “taster” assembly
Fri 27 Mar	Deadline for Completing Options Online

Points to Consider

1. You are eligible to gain the “EBacc” – if you achieve 9-5 passes in *English, Maths, 2 Sciences, History or Geography and a language*.
2. If students wish to take Triple Science, this uses up one of their options and leads to separate Biology, Chemistry and Physics GCSEs. It is aimed at more able students and students need to be achieving Tier 4 in Science in year 9. A similar entry requirement exists for Computer Science which is also a very demanding course. Students will only be able to see these subjects if Mr Dodd (Subject Leader for Science) or Mr Martin Shepherd (Subject Leader for ICT) has confirmed students have reached the required standard. If you believe you have met the standard but cannot see Triple Science or Computer Science on the online system please speak to the relevant Subject Leader.
3. Please make sure you follow the instructions online and check you have put your options choices in the correct order, your first preference should be at the top of the list on the right of the screen.
4. Please make sure you have chosen two reserve choices from the options list.
5. When picking options a **broad range** of subjects is advisable to achieve a balance between arts, science, humanities, practical, aesthetic and physical subjects.
6. Options **need to be kept open** for choices at 16+ and 18+. You are not just choosing subjects for the next two years. If you are looking ahead to higher education it would be sensible to think about possible ‘A’ level subjects. Some subjects can more readily be taken up fresh at ‘A’ level whilst others are better taken at GCSE first.
7. The requirements for any possible **career** or course of further or higher education must be kept in mind. If you have a career in mind you should research it in the careers section in the school’s library.
8. Each student should be **realistic** about matching their combination of subjects to their ability, and should guard against either overrating or underrating themselves.
9. Adults are there to help, but ultimately students need to be making **their own informed choices**. It is essential that students make these choices based upon good information. Ill-informed choices are often regretted and forced choices are often resented.

Decisions

1. Choose either History or Geography or French

and

2. Choose another three subjects from:

Business Creative iMedia (IT)* Sociology Sport Studies* Design Technology Food Preparation & Nutrition Computer Sci+ Art & Design Enterprise and Marketing* Music Music BTEC*	Triple Science# Drama Film Studies Photography Child Development* History Geography Fashion/Textiles= French Religious Studies
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All subjects are GCSE unless marked otherwise

* GCSE equivalent courses

Converts Combined Science into separate Biology, Chemistry & Physics GCSEs

There is an entry requirement of Tier 4-P in Science to be accepted onto this course

+ There is an entry requirement of Tier 4-P in Computing to be accepted onto this course

All subjects run subject to viable numbers and available staffing

Forbidden Combinations

Students may not pick both Business Cambridge National and Business GCSE

Students may not pick Computer Science as well as IT

Students may not pick Art as well as Fashion/Textiles

Important Notes

1. The timetable will be constructed in such a way as to meet the requests of the greatest possible number of students.
2. Students are asked to state two reserve choice in the event of us not being able to accommodate their first choices.
3. The availability of all courses is dependent on viable student numbers and available staffing.
4. At the time of going to print the DfE have still not published the list of GCSE-equivalent courses that will be approved for the 2020-22 KS4 cohort. This may affect the school's ability to offer certain GCSE equivalent courses. In the event of a problem, the school will try to put on a similar course that has been approved. The school will not run qualifications unless they are DfE approved.
5. If a course is oversubscribed and we cannot create an additional class, names will be drawn out of a hat.
6. If there is a problem with a student's choice of options Mrs N Irwin-Morris will contact the student; otherwise "no news is good news". Students' options will be confirmed in writing in June. It is not possible to change options at that stage.
7. The options form must be completed online by **Friday 27th MARCH**. There is no advantage to be gained by completing early because we do not operate a first come first served policy. **However, there is a disadvantage if you complete late – you will not be able to access the online system and will have to see Mrs N Irwin-Morris individually. Your choices will be placed at the bottom of the pile. Do not miss the deadline!!**

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 cover 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, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction 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.

SCIENCE GCSE

Subject leader: Mr J. Dodd

Flexible Options to suit all students

There are three possible options for students starting a Science course in Year 10 to enable students of all abilities and all aspirations to realise their potential.

The first option as outlined below is the **Combined Science Synergy**. This course is aimed at students in lower sets and is worth two GCSEs.

The second option involves students taking the **Combined Science Trilogy**. This again results in two GCSE qualifications, but involves more depth in Biology, Chemistry and Physics.

The third option is aimed at higher attaining students. These students can take **separate Biology, Chemistry and Physics** over the two years and achieve three GCSE's at the end of Year 11. These courses cover a more extensive range of subject matter and provide the best preparation for entry to 'A' level in the respective subjects.

Entry Requirements for Separate Biology, Chemistry and Physics

Students must demonstrate the ability to achieve a Tier 4P in Science by the end of Key Stage 3.

COMBINED SCIENCE SYNERGY GCSE

Exam board: AQA 8465

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)

COMBINED SCIENCE TRILOGY GCSE

Exam board: AQA 8464

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

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

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

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

If you have any questions please speak to a member of the Geography Department

HISTORY GCSE

Exam board: Edexcel GCSE (9-1) in History (1H10)
Subject leader: Mrs C Slater

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

Why study Sociology?

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

RELIGIOUS STUDIES GCSE

Exam board: AQA 8062

Subject leader: Mr M O'Callaghan

Why study Religious Studies?

Students will be challenged with questions about beliefs, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Studying Religious Studies (also known as Philosophy and Ethics) allows students the opportunity to ask, research and answer the big questions in life throughout their academic career, helping students develop into well rounded citizens of a global community. Philosophy and Ethics enables us to make sense of the rapidly changing world in which we live. Some of the main changes that we have seen recently in the UK include changes in family life and relationships, concerns over religion's place in society with regards to extremism, equality and poverty and multiculturalism in the UK and around the world. It is crucial that all young people are equipped with the tools to think critically about these global issues and respond in culturally sensitive and informed ways. This subject encourages students to take a questioning approach to evidence and issues, thus developing their critical, evaluative skills – an essential academic skill for future education prospects as well as a being a fundamental life skills enabling young people to relate successfully to others in their communities - in school, local residential areas or 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 following;

- 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?

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

CHILD DEVELOPMENT Level 2 Cambridge National Certificate

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 in 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%

FRENCH GCSE

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 3–9). 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 3 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' (subtopics: 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 calculation 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.

This course would be of interest to students who may be considering starting up a small business sometime in the future but it is also intended as a general introduction to the world of work. On successfully completing this course, students can progress to A level Economics or 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 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.

Key points regarding the Cambridge National course:

- 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.

Students should consider this course if they are well organised, are able to work steadily in order to keep to deadlines, can carry out independent research and prefer coursework to written examinations. The course allows progression to either the BTEC National or an A level in Business.

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 (J277)

Exam board: OCR

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

J277/01: Computer systems

In this theoretical unit you will gain an understanding of what algorithms are, what they are used for and how they work as well as developing your ability to interpret, amend and create algorithms. You will learn the requirements for writing program code.

Some of the topics you will learn for the exam include binary representation, data representation, data storage and compression, encryption, databases, computer networks, the internet and the worldwide web. You will also gain the ability to construct truth tables, produce logic statements and read and interpret pseudo-code.

J277/02: Computational thinking, algorithms and programming

In this partially theoretical unit you will develop your understanding of what algorithms are, what they are used for and how they work. You will interpret, amend and create algorithms. Finally you will learn how to develop program code and constructs, data types, structures, input/output, operators and subprogram in order to prepare for J277/02.

Assessment

50%: J277/01 - Computer Systems

1 hour 30 minutes

Externally assessed

50%: J277/02 - Computational thinking, algorithms and programming

1 hour 30 minutes

Externally assessed

Entry Requirements

Students must demonstrate the ability to achieve a Tier 4P in Computing by the end of Key Stage 3.

ART & DESIGN GCSE

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.

Who should take this course?

This course is suitable for anyone with an interest in the technical elements of music. This course will focus more on the work covered behind the scenes by a studio/live sound engineer, record producer, music technician, or other related career areas. Many of the units will involve group work so this needs to be something you are comfortable with. This course provides an excellent opportunity for those who have a keen interest in music but feel they may struggle with the standard of performing required for the GCSE. As this course is predominantly coursework based, it is ideally suited to those who work well to deadlines and can work with a reasonable amount of independence.

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%)

Who should take this course?

Any student with an interest in a variety of music, creating and performing music would enjoy and benefit from this course. It should be noted that there is a significant emphasis on performance in this course and therefore students should already have some skills on an instrument or voice prior to starting the course. For this reason there is a pre-requisite standard that students must meet, please see below. Students should be prepared to undertake regular practise on their instrument/voice in their own time and to perform for assessment purposes in front of their peers as a soloist and as part of a group. It is also strongly recommended that students undertake instrumental/vocal lessons during the course to receive instrument/voice specific

advice to allow them to achieve their very best in this aspect of the course (students having such lessons statistically gain significantly higher grades than those who do not). There is also a strong focus on reading music and the theory of music so although you will be taught aspects of this at the start of the course there is also a pre-requisite standard for this element of the course (please see below).

Pre-Requisite Course Requirements

In order to be accepted on to the GCSE Music course, students must be able to demonstrate the following standards:

- Performance: Students must be able to perform at Grade 3 (ABRSM, Trinity, Rock School London or equivalent). This can be evidenced via a Grade 3 (or higher) exam certificate, a reference from the appropriate instrumental/vocal teacher or via an audition with Miss Lodge.
- Music Reading Skills: Students must be able to read the appropriate music for their instrument (this is likely to be Treble Clef, Bass Clef, Drum Notation or Guitar Tab) and if not already covered Treble Clef. Students should also be able to read note values.

If you are interested in taking this course, please speak to Miss Lodge or Miss Gordon to discuss your suitability or if you have any queries.

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.

The course suits hardworking, dedicated and creative students who enjoy collaborating with others during practical and written tasks. The course has a mix of practical and written tasks that will involve sharing and performing in front of others; being willing to perform before others is a crucial requirement of the course.

This course leads into and lays the foundation for further study either at A Level or for a BTEC in Performing Arts. A student may wish to take Drama for its own sake, out of interest or to complement a broad range of other subjects. A student may wish to go into a job where they could use many of the transferrable and desirable skills learnt during the course; within or outside of the theatre industry. Any career that involves meeting and interacting with people face to face would benefit from the skills developed during the study of Drama. Drama helps to develop skills for life, which involve the ability to work as part of a team, to negotiate and reach a compromise, to solve

problems, to communicate clearly and with confidence, and to analyse and evaluate your own work and that of others.

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 will 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 micro-elements 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 either a five minute screenplay or a two minute production 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.

This course is suitable for all students. In Film Studies, an appreciation and understanding of film as an art form is fostered. The knowledge acquired could potentially form the basis for a career in the film industry - jobs roles in this industry vary and touch on a number of skills (casting, set and light design, costume design, performing, directing, producing, etc...). Students from Oakgrove have gone on to work in the television industry and we also have a number of our ex-students currently studying film or media at degree level. The course also develops skills complementary to other courses such as English Literature.

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 of 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, two of which will be practical and one of which will be a theory lesson based in a classroom.

GCSE IN DESIGN AND TECHNOLOGY

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%

GCSE IN FOOD PREPARATION & NUTRITION

Exam board: EDUQAS

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** – Macro Nutrients, 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.

Which careers can this course lead to?

Consumers are becoming increasingly reliant on the food industry to develop solutions for their nutritional needs. This course could lead you into roles such as a Chef, Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspectors, Nutritionists, Dieticians, Quality Managers, Teacher, Food Engineer, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Microbiologist, working in food magazines, radio and television – for more information on food careers please visit [www. http://tastycareers.org.uk/](http://tastycareers.org.uk/)

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 sketch book, 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 new 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 good skills, using 'point and shoot' cameras as well as working with 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 Creations and Horror. We will shoot on location, at a selection of National Trust Properties and London and have the opportunity for an international Visit in the Easter Holidays.

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.

Any questions, please see Mrs Barnett-Vincent.

FASHION / TEXTILES: GCSE Art and Design: Fashion and Textiles

Exam board: EDUQAS

Subject Leader: Miss L Owen - Teacher: Miss L Mcveigh

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

Areas of study -

Component 1 - Coursework Portfolio (worth 60%) 120 Marks

Component 2 - Exam (worth 40%) 80 Marks

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 Critical understanding

AO2 Creative making

AO3 Reflective recording

AO4 Personal presentation

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.

Guide to Using Options Online

Selecting Your Year 10 Options Sept 2020

Go to: www.sims-options.co.uk

Step 1: Log in with google using your normal school login and password.
You should see a screen like this:

The screenshot shows the 'Student Choices - A Student (004346)' interface. At the top, there is a 'Plan Status' dropdown set to 'Design'. Below this, the 'Personal Details' and 'A - Sci and Comp' sections are visible. The main area is divided into three columns. The left column, 'French, Geography or History', shows 'You have chosen 0 of 1 courses from this list' and three buttons: 'French GCSE 9 - 1 Full Course', 'Geography GCSE 9 - 1 Full Course', and 'History GCSE 9 - 1 Full Course'. The middle column, 'Option Choices', shows 'You have chosen 0 of 3 courses and 0 of 2 reserves from this list' and a grid of 18 subject buttons, each with a 'Reserve' button. The right column contains three summary boxes: 'Priority Choices (Total Choices: 0)', 'My Choices (Total Choices: 0)', and 'My Reserves (Total Reserves: 0)'. At the bottom, there is a 'Student Comments' section with a text input field.

Step 2: The first purple box asks you to pick either History or Geography of French, to select one click on the subject. (To deselect click on the subject again).
Once you have selected the subject will appear on the right handside of the screen like this:

This screenshot shows the same interface as the previous one, but with 'Geography' selected. In the 'French, Geography or History' section, the 'Geography' button is highlighted in blue and has a green checkmark. The 'Priority Choices' box on the right now shows '1 Geography GCSE 9 - 1 Full Course French, Geography or History'. The 'Option Choices' grid remains the same, with 'Geography' still highlighted in blue. The 'My Choices' and 'My Reserves' boxes remain empty.

Step 3: You then need to choose your three Option Subjects from the second purple box, again choose subjects by clicking on them and click again to remove them.

The screenshot shows the 'Student Choices' interface for a student named 'A Student (004346)'. The 'Option Choices' section displays a grid of subjects with 'Reserve' buttons. Three subjects are selected: Drama, History, and Film Studies. The 'My Choices' section on the right shows these three subjects in order of preference: 1. Drama, 2. History, 3. Film Studies. The 'Priority Choices' section shows 'Geography' as the first choice. The 'My Reserves' section is currently empty.

Step 4: I have chosen Drama, History and Film Studies (look on the right handside of the screenshot). Now I need to put them in order of preference so the school knows my first choice, second choice and third choice. This is important because we will allocate first choices first, then second and finally third last. To do this click on the list my choices and move the options up or down, check they are in the order you wish to take them.

Step 5: Choose your two reserve choices, click on reserve next to the name of a subject. These will then appear on the right hand side in the reserve section, again make sure they are in order of preference. Your final screen should look like this: **NOW CLICK SAVE!**

The screenshot shows the 'Student Choices' interface after Step 5. In the 'Option Choices' section, two additional subjects have been reserved: Food Technology and Nutrition and Computer Science. The 'My Reserves' section on the right now shows these two subjects in order of preference: 1. Food Technology and Nutrition, 2. Computer Science. The 'My Choices' section remains the same as in Step 4.

