

**Key Stage 4
Curriculum Booklet**

Spring 2022



Excellence, Innovation, Respect

OFSTED: "The curriculum is outstanding."

Contents

Introduction	3
Key Dates	4
Points to consider	5
Pathways	6
Options Subjects	7
Important Notes	8
Courses Offered	9 - 40

Introduction

Up to now all 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 may 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
- Combined Science or Triple Science
- History or Geography
- Core PE

The majority of students at Oakgrove will also take French to ensure they can access the widest range of opportunities post 16.

Ebacc Subjects

The government, employers and universities have recognised that while it is important to offer students a curriculum which meets their needs and interests, it is also crucial that doors are not closed off to them in terms of future progression; for example, for students hoping to go to university. The Russell Group of top universities has identified 'facilitating subjects' at A Level i.e. subjects which are most likely to be required or preferred for entry to degree courses and ones that will keep the most options open. The subjects the Group identifies are those which the government has also included in a group of subjects at GCSE which it has termed the 'English Baccalaureate' (EBacc) subjects. These are:

- English Language
- Mathematics
- Sciences (Combined Science; Triple Science - Biology, Chemistry or Physics)
- Geography and History
- Languages (classical and modern)

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a student will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and Maths. It is important to study a broad and balanced curriculum, these subjects are included to give you the opportunity to study a core of diverse subjects, ensuring that doors are not closed to you in terms of future progression.

Other Subjects

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 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.

KEY DATES Year 9 options process – Spring 2022

Wed 19 Jan	First Options Assembly
Wed 26 Jan	Second Options Assembly
Thur 27 Jan	Year 9 Options Information Drive opens to students
Wed 23 Feb	Subject Taster Assembly 1
Thu 24 Feb	Year 9 parents' evening (X) online
Wed 2 Mar	Subject Taster Assembly 2
Thu 3 Mar	Year 9 parents' evening (Y) online
Fri 4 Mar	Options Online System Opens
Wed 16 Mar	Subject Taster Assembly 3
Fri 25 Mar	Deadline for Completing Options Online

Points to Consider

1. 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 select 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.
2. 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.
3. 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.
4. Adults are there to help, but students need to be making **their own informed choices**. It is essential that students make these choices based upon good information.
5. You do not need to make a hasty decision, please take your time and look into all options.

Pathways

During the options process students will follow a recommended curriculum. We have two Pathways through Key Stage Four as follows:

1. **Ambition Curriculum** - students on this pathway will take a Humanities subject (either History or Geography), French and then select **two** subjects from the options available.
2. **Aspire Curriculum** - students on this pathway will take a Humanities subject (either Geography or History) and then select **three** subjects from the options available.

The majority of our students will follow the Ambition Curriculum and we will notify you individually which pathway your child is on. We strongly encourage as many students as possible who are on the Aspire Curriculum to also take French as one of their options as this provides a broad and academic curriculum and gives the widest possible choices for Post 16 study.

Pathways are decided by looking at a pupil's individual performance data, including his/her results achieved at KS2 and his/her progress at KS3. We will use information gathered from subject teachers and leaders. We then select the pathway we feel is most appropriate for a pupil's chances of success.

As we wish to base our decisions on pathways using as much information as possible, we will write to parents individually notifying you of the allocated pathway as students return after February Half-term.

Option Subjects

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

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 Enterprise and Marketing and Business GCSE

Students may not pick Computer Science as well as Creative iMedia (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 choices 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. The school will not run qualifications unless they are DfE approved. In the event of a problem, the school will try to put on a similar course that has been 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 25th 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 contact 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: Mrs 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: Mrs 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 – 1 hour 45 minutes)

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

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

Paper 4: Topics 5-8 (100 marks - 25% of GCSE – 1 hour 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: Mr S Troughton

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 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 including an environmental study on Whitechapel.

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, the future of the planet, 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 serving as a fundamental life skill, 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 J809
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 - In this unit, students will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment.

Creating a safe environment and understand the nutritional needs of children from birth to five years - In this unit, students will learn how to create a safe environment for children from birth to five years in childcare settings. They will investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs.

Understand the development of a child from one to five years - In this unit, students will learn the expected developmental norms for children from one to five years. They will use observation, research techniques and skills to investigate these development norms and explore their findings. Students will also learn the importance of creating plans and providing different play activities to support children in their development.

Assessment:

R057 - Health and well-being for child development

Written paper OCR-set and marked

1 hour and 15 minutes 70 marks (80 UMS) 40%

R058 - Creating a safe environment and understand the nutritional needs of children from birth to five years

Centre assessed practical tasks

Moderated by OCR 60 marks (60 UMS) 30%

R059 - Understand the development of a child from one to five years

Centre assessed practical tasks

Moderated by OCR 60 marks (60 UMS) 30%

*Specification in final consultation for 2022 delivery

Exam board: AQA 8658
Subject Leader: Mrs M Sallaber

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' (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 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.

IT (Creative iMedia) Cambridge National

Exam board: OCR J834

Subject leader: Mr J Martin-Shepherd

Introduction

Cambridge National in Creative iMedia is a very practical course that equips students with the wide range of knowledge and skills needed to work in the creative digital media sector.

Content

Unit R093: Creative iMedia in the media industry (40%)

In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include: the media industry; factors influencing product design; pre-production planning; distribution considerations.

Unit R094: Visual identity and digital graphics (30%)

This is assessed by completing a set assignment. In this unit you will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include: develop visual identity; plan digital graphics for products; create visual identity and digital graphics.

Unit R097: Interactive digital media (30%)

This is assessed by completing a set assignment. In this unit you will learn how to plan, create and review interactive digital media products. Topics include: plan interactive digital media; create interactive digital media; review interactive digital media.

Assessment

40% External assessment

60% Internal assessment, externally verified

Please note: This information is subject to change as we are awaiting Ofqual approval

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 subprograms 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: Eduqas C650QS

Subject Leader: Mrs A Carel

Art & Design GCSE

This specification places an emphasis on drawing, capturing images and on understanding and applying the design process. It encourages students to engage with the creative and cultural industries, and offers a broad and flexible content, allowing students to pursue a range of creative pathways. Students have the opportunity to develop their critical understanding through a range of investigative, analytical and experimental skills. They then develop and refine their ideas with increasing independence.

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.

Who should take this course

NCFE Technical Award Level 2 in Music Technology

Exam board: NCFE

Subject Leader: Miss D Lodge

NCFE Music Technology Level 2 is a two-year course which focuses on the more technological elements of music. In this course you will be provided with the opportunity to develop skills necessary to secure a job within the music industry. You will develop skills used within the recording industry such as studio recording, sequencing, production and mixing.

You will complete four units across two years, and two external exams:

Unit 1: Using a Digital Audio Workstation (DAW)

- Create a folio of work that demonstrates your understanding of using Logic Pro.
- Creatively work with editing tools to manipulate audio and midi tracks.

Unit 2: Creating Music

- Create a folio of work that demonstrates your understanding of House Music.
- Research how DJs create their own songs then you will create your own piece of House Music.

Unit 3: Studio Recording

- Plan and undertake a session in the recording studio.
- Learn different mic'ing and mixing techniques for band recording.

Unit 4: Sound Creation

- Learn how sound is used in the media e.g video games, animations, TV etc.
- Learn about 'foley' and digital manipulation to create your own effects recording.

Exam 1—Written Assessment

- Short answer questions and listening questions.
- Comment on effects heard and any processing used.

Exam 2—Practical Assessment

- Creative and technical manipulation of music material.
- Step by step instructions on how to edit a project according to a brief.

How will I be assessed?

Students are continually assessed through vocational assignments and are graded as Pass, Merit or Distinction. The four coursework units will be marked internally and externally moderated. There will also be two 2-hour long external exams at the end of year 11 which will be marked by NCFE.

Who should take this course?

This course is suitable for anyone with an interest in the technological 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 is suitable for students who do not wish to be assessed on instrumental/performance skills.

MUSIC GCSE

Exam board: EDUQAS
Subject leader: Miss D Lodge

Music is a two year course which focuses on performance, composition and listening to music. You will develop your performance skills (using an instrument or voice), composition skills and undertake preparation towards an appraising exam where you will answer questions on musical examples.

Content and Assessment

Unit 1: Performing (30%) - You will produce a performance of two or more existing pieces of music on your chosen instrument/voice, at least one of which will be an ensemble (group performance). Your performances will last between 4-6 minutes in total.

Unit 2: Composing (30%) - You will compose two pieces of music, one of which will be in response to a choice of briefs set by the exam board in Year 11. There will be lots of flexibility in terms of the detail of your compositions which you will decide on with the support of your teacher.

Unit 3: Appraising Exam - 1hr 15mins - (40%) - You will learn about a variety of types of music including Film Music, Popular Music, music of the Western Classical Tradition, Musical Theatre and Jazz & Blues. As well as listening to a wide range of pieces, you will study to set works which for students being examined in 2024 will be:

- Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067)
- Africa: Toto (released 1982)

In the exam, you will be asked questions relating to the two pieces above as well as unfamiliar pieces from any of the genres listed above.

Who should take this course?

Any student with an interest in listening to, 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. Any style of musical performance is acceptable but it is recommended that students discuss their suitability for the course with Miss Lodge (or their music teacher) in the first instance. Due to the performance element of the course it is strongly recommended (although not essential) that students undertake 1-1 professional tuition in their chosen instrument/voice to support specialist instrumental/vocal technique and skill development. Whilst there is no formal standard required for entrance to the course, students, parents and carers should note that students are expected to be able to perform at Grade 3 (ABRSM/Trinity/Rock School) or above by December 2023.

It is advantageous to have some music reading skills prior to starting the course.

If you are interested in taking this course, please speak to Miss Lodge 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.

MEDIA STUDIES GCSE

Exam board: OCR

Subject Leader: Miss C Walker

The Media & Film Department are pleased to be offering the two year Media Studies GCSE course (OCR).

The course is divided into three main components which cover all forms of media: Television and Promoting the Media; Music and News; Creating Media.

The course has two examined papers which are externally assessed and are worth 70% of the final GCSE grade. Television and Promoting the Media consists of an in-depth study of television as a media form; it focuses on two media products (one contemporary and one historical) chosen to illustrate continuities and changes in mainstream television drama over time. The promoting the media section of the paper addresses the film industry, video games and advertising/marketing. Case studies are used to explore media audiences, representations and contexts.

In the second paper, the topic of music is used to explore contemporary radio, an in-depth study of magazines and a comparative study of music videos. News is also covered in this paper - this includes online news and newspapers. As with paper one, the case studies are used to explore audiences, representations, media language and contexts.

The non-examined assessment (NEA/coursework) unit gives students the opportunity to work to a brief. These production briefs are changed annually by the exam board but always allow learners to create media products for an intended audience. This could potentially take the form of a magazine, a music video, television or a website.

The media industry continues to thrive in the UK and media literacy has become increasingly important for students - particularly with regards to a number of career paths and options. This GCSE will provide students with a sound understanding of a range of media industries. If students are looking to forge careers in digital technology, broadcasting, publication, marketing or social media/public relations (to name but a few), this could be the perfect option!

FILM STUDIES GCSE

Exam board: WJEC/EDUQAS

Subject Leader: Miss C Walker

The Media & Film Department are pleased to be offering students the option of a two year Film Studies GCSE course (WJEC/EDUQAS). The course enriches students' understanding of cinema as an art form and helps to develop essential skills of close analysis and investigation.

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 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 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 UK Film and Media industry is dynamic and ever-expanding: the knowledge acquired on this course could potentially form the basis for a career in this industry. Possible job roles include: sound engineering, set design, costume design, performing, directing, casting, producing etc... Students from Oakgrove have gone on to great success working in the television and film 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, Photography and Media Studies.

Sports Studies OCR Cambridge National

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.

R184: Contemporary issues in sport

By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.

Topics include:

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport.

This unit is assessed by a 75 minute exam.

R185: Performance and leadership in sports activities

In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations.

Topics include:

- Key components of performance

- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session

This unit is assessed by a set assignment.

R186: Sports and the media

In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media.

Topics include:

- The different sources of media that cover sport
- Positive effects of the media in sport
- Negative effects of the media in sport

This unit is assessed by a set assignment.

Weekly Allocation of Lessons

Students will have three lessons per week, the number of theory and practical lessons covered each week will be determined by the unit being covered. This may range from three theory lessons through to three practical sessions of a mixture of both.

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

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.