



# KEY STAGE 4 CURRICULUM BOOKLET



Spring 2024



*Excellence, Innovation, Respect*

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# 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 learn new subjects.

## ALL STUDENTS AT OAKGROVE WILL TAKE:

- English Language
- English Literature
- Mathematics
- Combined Science or Triple Science
- History or Geography
- Core PE

We expect the majority of students at Oakgrove will also take a language (French or Spanish) to ensure they can access the widest range of opportunities post 16. Students who do not wish to take a language will need to choose an alternative subject from the EBACC list.

## 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 'English Baccalaureate' (EBACC) subjects are as follows:

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



Studies show that taking 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 are strongly advised to take a range of subjects at GCSE, we have set up the option blocks to give you a strong foundation in the EBACC subjects, but to complement these you should take at least one creative or practical subject.

# KEY DATES

## Year 9 options process – Spring 2024



# POINTS TO CONSIDER

1

## TRIPLE SCIENCE

If students wish to take Triple Science, this leads to separate Biology, Chemistry and Physics GCSEs. It is aimed at more able students and students need to be achieving on average Tier 4-P in Science in Year 9. Students will only be able to select Triple Science if Mr Dodd (Subject Leader for Science) has confirmed students have reached the required standard. If you believe you have met the standard but cannot see Triple Science on the online system, please speak to Mr Dodd.

2

## COMPUTER SCIENCE

A similar entry requirement exists for Computer Science which is also a very demanding course. Students will only be able to select this if the Subject Leader for Computing has confirmed students have reached the required standard. If you believe you have met the standard but cannot see Computer Science on the online system, please speak to Mr Lucas.

3

## THINK AHEAD

Options need to be kept open for choices at 16+ and 18+. Whilst you are choosing subjects for the next two years you should also be looking ahead to potential A Level subjects. Some subjects can more readily be taken up fresh at A Level whilst others are better taken at GCSE first.

4

## CONSIDER CAREER OPTIONS

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.

5

## FORBIDDEN COMBINATIONS

Please make sure you have looked carefully at the forbidden combinations - you will not be able to take these subjects together.

6

## DON'T BE HASTY!

You do not need to make a hasty decision, please take your time and look into all options.

# OPTION CHOICES

When choosing your options you will have the following choices:

**HUMANITIES CHOICE:** History or Geography

**EBACC CHOICE:** History or Geography or French or Spanish or Triple Science\* or Computer science\*

**OPEN CHOICE 1:** Any subject from the full options list

**OPEN CHOICE 2:** Any subject from the full options list  
*\*Entry criteria apply*



## OPTION SUBJECTS

Business  
Vocational ICT\*  
Sociology  
Sport Studies\*  
Creative Design Technology  
Food Preparation & Nutrition  
Computer Science+  
Art & Design (Art or Textiles)  
Music Technology\*  
Music GCSE  
Economics

Triple Science#  
Dance  
Drama  
Film Studies  
Photography  
Child Development\*  
History  
Geography  
French  
Religious Studies  
Spanish

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

## FORBIDDEN COMBINATIONS

- Students may not pick Computer Science as well as Vocational ICT

# IMPORTANT NOTES

1

## **TIMETABLING**

The timetable will be constructed in such a way as to meet the requests of the greatest possible number of students.

2

## **RESERVE CHOICES**

Students are asked to state two reserve choices in the event of us not being able to accommodate their first choices.

3

## **THE COURSE MUST BE VIABLE**

The availability of all courses is dependent on viable student numbers and available staffing.

4

## **DfE COURSE APPROVAL**

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

## **OVERSUBSCRIBED COURSES**

If a course is oversubscribed and we cannot create an additional class, names will be drawn out of a hat.

6

## **“NO NEWS IS GOOD NEWS”**

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

## **DO NOT MISS THE DEADLINE!!**

The options form must be completed online by Friday 22nd 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.





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.

## ASSESSMENT

Paper 1 - 1 hour 45 minutes, 50% of grade.

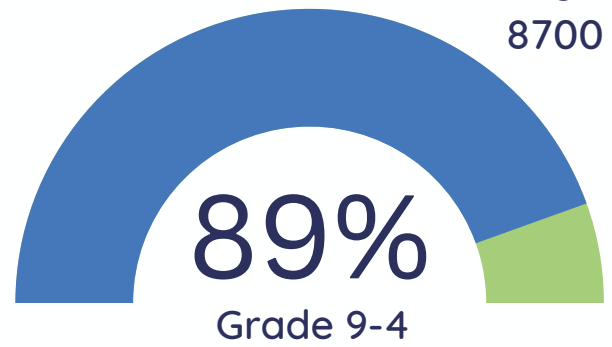
Reading 20th or 21st Century literature prose fiction and narrative or descriptive writing.

- 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.
- 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 2 - 1 hour 45 minutes, 50% of grade.

Reading 19th, 20th or 21st Century non-fiction prose and producing non-fiction writing.

- Section A: Students 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.
- 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.



“I really feel that my vocabulary and imagination has improved substantially”

YEAR 11 STUDENT, 2023

## WHERE COULD THIS SUBJECT TAKE YOU?

- |                        |             |
|------------------------|-------------|
| • Journalist           | • Author    |
| • Copywriter           | • Teacher   |
| • Social Media Manager | • Editor    |
| • Lawyer               | • Publisher |
| • Public Relations     | • Marketing |







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).

“ ‘We had a really fantastic working environment in my class, we all worked together, guided by our teacher. ”

YEAR 11 STUDENT, 2023



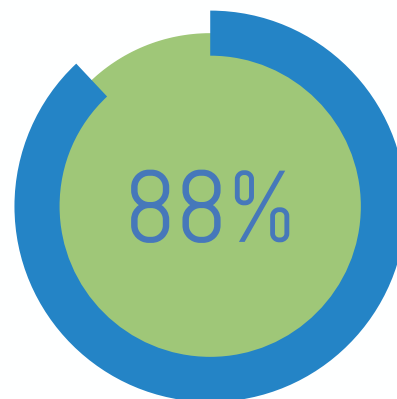
## ASSESSMENT

Paper 1 - 1 hour 45 minutes, 40% of grade.

- Section A: Students will be provided with an extract from the Shakespeare play and will write an essay in response to a question.
- Section B: Students will be provided with an extract from the 19th Century novel they have studied and write an essay in response to a question.

Paper 2 - 2 hours 15 minutes, 60% of the final grade.

- Section A: Students will be required to write an essay on a character or theme in a modern play which they have studied.
- Section B: Students will be provided with a copy of one of the fifteen poems they have studied which they will compare with another poem of their choice from the same poetry cluster.
- Section C: Students will be provided with two unseen poems. They will write an analytical response and comparison.



Grade 9-4  
(2023)

## EXTRA-CURRICULAR

In recent years, students have had the opportunity to see:

- ‘An Inspector Calls’ at MK Theatre
- ‘Romeo and Juliet’ in London
- ‘Macbeth’ in Stratford-Upon-Avon
- ‘A Christmas Carol’ in London



## KEY EMPLOYABILITY SKILLS

- Critical thinking
- Analytical skills
- Constructing an argument
- Close reading
- Summarising complex information
- Writing concisely



All students will study GCSE Mathematics. Candidates are entered at one of two tiers: Foundation Tier (grades 1-5) or Higher Tier (grades 4-9). Students build on their Key Stage 3 studies, applying mathematical techniques in a variety of contexts. They are encouraged to make links between topics and recognise the importance of mathematics in daily life.

## WHAT WILL I LEARN?

During this course, students will study topics including:

- Number
- Algebra
- Ratio and proportion
- Geometry
- Statistics
- Probability

## 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. Each paper is worth a third of the final grade

## ESSENTIAL EQUIPMENT

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



## WHERE COULD THIS SUBJECT TAKE YOU?

- Engineer
- Architect
- Data scientist
- Accountant
- Market research
- Statistician
- Financial analyst

### Attributes:

- Resilient
- Logical
- Determined

### Skills:

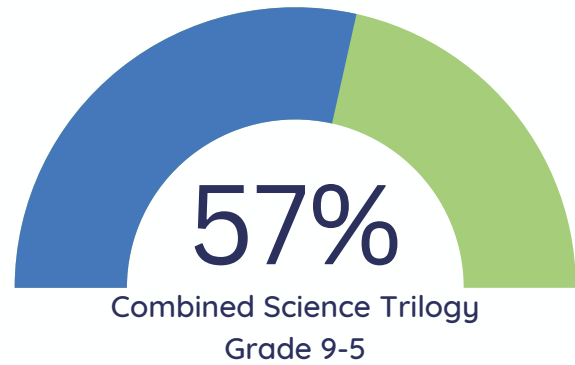
- Problem-solving
- Attention to detail
- Reasoning





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

- 1 Combined Science Synergy. This course is aimed at students in lower sets and is worth two GCSEs.
- 2 Combined Science Trilogy. This again results in two GCSE qualifications, but involves more depth in Biology, Chemistry and Physics.
- 3 Triple Science. Aimed at higher attaining students. These students take separate Biology, Chemistry and Physics over the two years and achieve three GCSE's at the end of Year 11. (Entry requirement - 4-P (70%) average for year 9 science)



“Somewhere, something incredible is waiting to be known”

CARL SAGAN  
ASTRONOMER



## WHERE COULD THIS SUBJECT TAKE YOU?

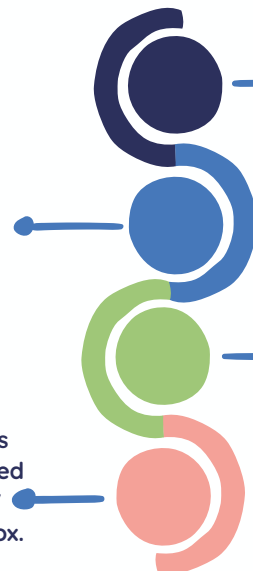
- Architect
- Environmental science
- Engineering
- Forensic science
- Law
- Medicine
- Veterinary science
- Web developer
- Food science
- Nursing
- Research scientist
- Dentistry
- Motorsport engineering
- Teaching
- Uniform services
- App or games developer

3.2 million jobs are currently in the UK STEM industry

Growth in this sector projected 9.1% by 2027 creating approx. 160,000 jobs

£9 billion contributed to the UK economy from STEM per year

Biotechnology, Engineering, gaming & VR, Energy and Healthcare are some of the fastest growing job sectors in the UK







# COMBINED SCIENCE (Trilogy or Synergy)

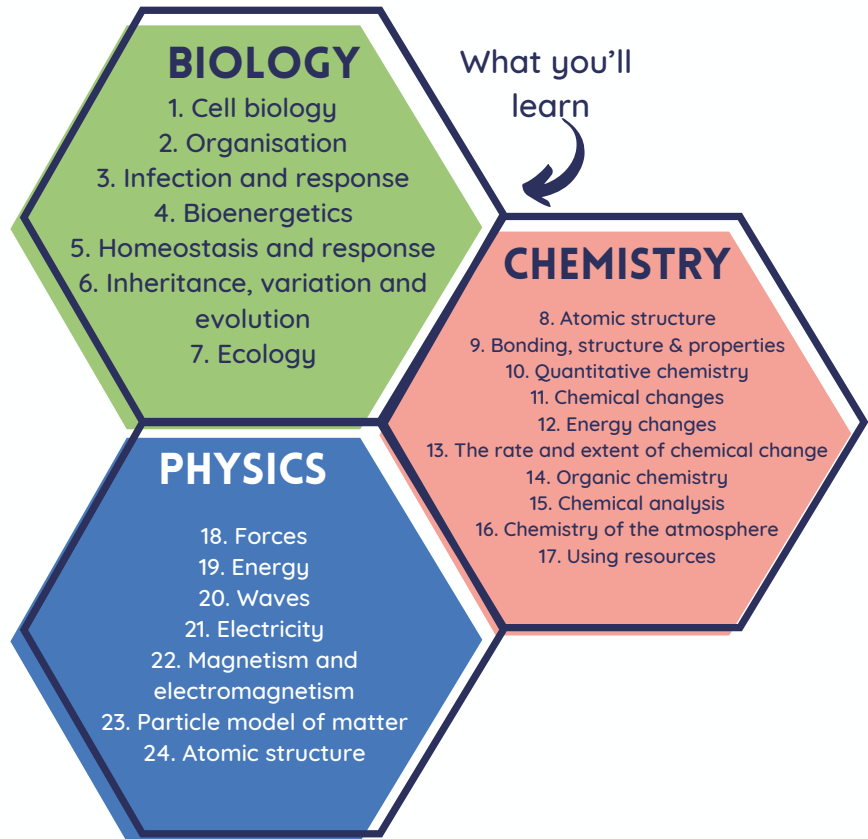
Students completing a Combined Science course will receive 2 GCSEs in Combined Science. You will be able to undertake further study at A-Level and continue onto university or employment.

AQA  
8464

## COMBINED SCIENCE TRILOGY

### ASSESSMENT

- 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)



AQA  
8465

## COMBINED SCIENCE SYNERGY

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



### WHAT WILL I LEARN?

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

### ASSESSMENT

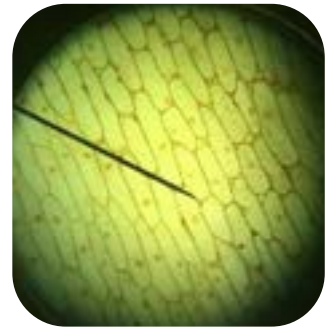
- Paper 1: Topics 1-4 (100 marks – 25% of GCSE – 1 hour 45 minutes)
- Paper 2: Topics 1-4 (100 marks – 25% of GCSE – 1 hour 45 minutes)
- Paper 3: Topics 5-8 (100 marks – 25% of GCSE – 1 hour 45 minutes)
- Paper 4: Topics 5-8 (100 marks – 25% of GCSE – 1 hour 45 minutes)



This course is both interesting and engaging for students who enjoy learning how the body works and how we as humans interact with the living world around us.

## WHAT WILL I LEARN?

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



“

*It was really interesting to learn about the different processes of the body that I hadn't considered before*”

ALI S, 2023

## 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)

## KEY EMPLOYABILITY SKILLS

- Practical scientific skill
- accuracy
- attention to detail
- data analysis
- communication
- problem solving





This course will not only enable you to study the fundamental ideas of Chemistry, but delve into topics, like Organic Chemistry, in more detail giving you an opportunity to develop your confidence in discussing Chemistry-based issues that may affect your own lives, society and the future of the world.



## WHAT WILL I LEARN?

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



22% of students achieved a grade 9 in 2023



## ASSESSMENT

- 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)

“ I really enjoyed the organic chemistry part of the course and a real highlight was the flame tests ”

JOYCE O, 2023



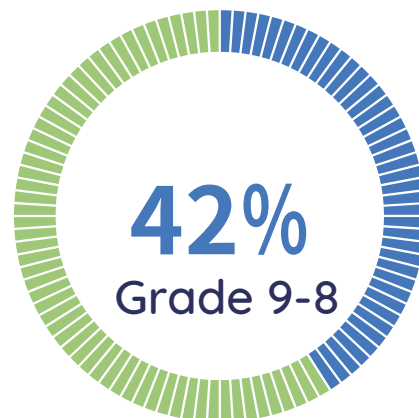
## KEY EMPLOYABILITY SKILLS

- complex problem solving
- attention to detail
- decision making
- data analysis
- numerical skills
- teamwork





GCSE Physics is an exciting introduction into learning about the world around us, from the small – the components of the atom, to the large – the Universe and its origin, and how Physics' ideas have led to discoveries that change our lives.



## WHAT WILL I LEARN?

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

## ASSESSMENT

- 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)



“

*My teacher really went the extra mile to help me to understand. I got a grade 9 and I really appreciate their effort.*

”

EDIE S, 2023

## KEY EMPLOYABILITY SKILLS

- methodical approach
- logical thinking
- inquisitive mind
- attention to detail
- data analysis







There is an emphasis on drawing, capturing images and on understanding and applying the design process. Students are encouraged to engage with the creative and cultural industries, and the content offered is broad and flexible, allowing students to pursue a range of creative pathways.

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

## WHAT WILL I LEARN?

### FINE ART

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

### THREE-DIMENSIONAL DESIGN

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

### GRAPHIC DESIGN

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

### TEXTILES

Art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, digital textiles or installed textile design.

## KEY EMPLOYABILITY SKILLS

- Creativity
- Problem solving
- Refine ideas
- Research
- Attention to detail

## ASSESSMENT

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

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

There will be opportunities to visit galleries, museums and have residencies both national and international when permitting



## WHERE COULD THIS SUBJECT TAKE YOU?

- Architect
- Web designer
- Illustrator
- Set designer
- Costume designer
- Content creator
- Jewellery designer
- Visual merchandiser
- pop designer
- Interior designer

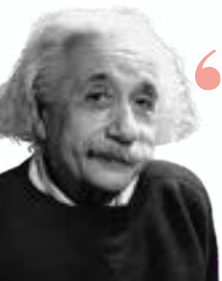
12%

### OF THE UK'S INTERNATIONAL EXPORTS

British brands like James Bond, Harry Potter and Peppa Pig, have a global following. Creative fields like film, TV, books, music and fashion give the UK global reach.



The cultural and creative industries contributed £115 billion to economy in 2019



“Creativity is intelligence having fun!”

ALBERT EINSTEIN





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.

## WHAT WILL I LEARN?

### Theme 1: Introduction to Small Business

Enterprise, business objectives, sources of finance, types of costs, marketing, etc.

Theme 2: Building a Business  
challenges of developing a small firm into a medium sized company. - marketing, finance, personnel, production and the external business environment.

## KEY EMPLOYABILITY SKILLS

- Critical thinking
- Attention to detail
- Analytical skills
- Numeracy skills
- Decision making

## ASSESSMENT

Paper 1: Investigating small business

1 hour 45 minutes

50%

90 marks

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions

Paper 2: Building a business

1 hour 45 minutes

50%

90 marks

The questions will be a mixture of multiple-choice, data response, short-answer, extended-writing and scenario-based questions.

## WHERE COULD THIS SUBJECT TAKE YOU?

- Accountant
- Human Resources
- Sales
- Finance
- Marketing
- Logistics
- Project Management
- Entrepreneur

“Comfortable and easy are short term friends but long term enemies. If you're looking for growth, choose the challenge.”

STEVEN BARTLETT  
ENTREPRENEUR, DRAGONS DEN, DIARY OF A CEO



**5.5 MILLION**  
small businesses  
at the start of  
2023 in the UK

**99%**  
of the total business  
population of the UK  
is small businesses

**3/5**  
of the employment  
in the UK is made  
up of small and  
medium enterprises





# CHILD DEVELOPMENT

OCR  
J809

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.

## WHAT WILL I LEARN?

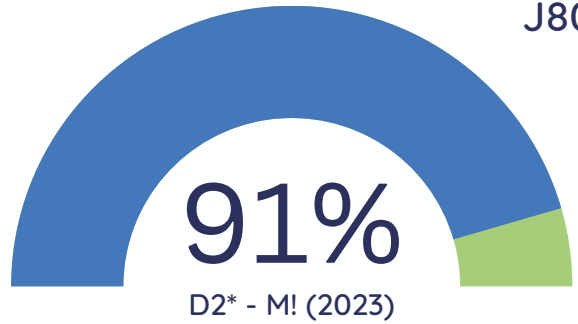
- Health and well-being for child development
- Creating a safe environment and understanding the nutritional needs of children from birth to five years
- Understand the development of a child from one to five

## WHERE COULD THIS SUBJECT TAKE YOU?

- Social worker
- School counsellor
- Educational psychologist
- Paediatric nurse
- Early years teacher
- Teaching assistant

## KEY EMPLOYABILITY SKILLS

- creativity
- problem solving
- social skills
- communication
- time management



## ASSESSMENT

Written Paper – Health and well-being for child development

- 1 hr 15 mins
- 40%
- 70 marks

Centre assessed Practical task 1 - Creating a safe environment and understand the nutritional needs of children from birth to five years

- 30%
- 60 marks

Centre assessed Practical task 2 - Understand the development of a child from one to five years

- 30%
- 60 marks







# COMPUTER SCIENCE

OCR  
J277

Students gain valuable thinking and programming skills that are extremely attractive in the modern workplace.

Students develop a deep understanding of computational thinking and how to apply it through a programming language.

**Entry requirement** - Students need to be achieving on average Tier 4P in Computing in year 9.

## WHAT WILL I LEARN?

### Computer systems

Binary representation, data representation, data storage and compression, encryption, databases, computer networks, the internet and the worldwide web, truth tables, logic statements and read and interpret pseudo-code.

### Computational thinking, algorithms and programming

Students will develop understanding of what algorithms are, what they are used for and how they work. Interpret, amend and create algorithms. As well as learn how to develop program code and constructs, data types, structures, input/output, operators and subprograms.

## WHERE COULD THIS SUBJECT TAKE YOU?

- Software developer
- Web developer
- Mobile app developer
- IT project manager
- Information security analyst
- AI engineer



## ASSESSMENT

### Paper 1

- Computer Systems
- 50%:
- 1 hour 30 minutes

### Paper 2

- Computational thinking, algorithms and programming
- 50%:
- 1 hour 30 minutes

“Artificial Intelligence, IT and Computer Science Are The Most Valued Degrees in 2023.”

IFA MAGAZINE 2023

“

Learning about how to code and how to understand the ways computers work as computers are an essential part of our future with how technology is rapidly advancing.

”

YEAR 10 STUDENT





# CREATIVE DESIGN TECHNOLOGY

NCFE V  
Level 1/2

Creative Design and Production is designed for learners who want an introduction to design and production that includes a vocational and project-based element, approached from a creative perspective with regular opportunities to experiment and create. This qualification will appeal to learners who wish to pursue a career in the design and production sector or progress to further study.

## WHAT WILL I LEARN?

- place design and production in context
- design materials and processes
- design brief and production processes
- present a design solution
- review of processes and solution
- explore working in the design production industries

## PROJECTS INCLUDE

- Recycled Organic inspired lamps
- Wooden toys for children
- Plastic Clocks and organisers
- Metal Pewter casting

## ASSESSMENT

### Non Exam Assessment

- 60%
- 16 hours
- Internally marked and externally moderated

### Exam assessment

- 40%
- 1 hour 30 minutes
- Externally marked



### Major Focus

- Papers and adhesives
- Woods and boards
- Plastics
- Metals

### Minor Focus

- Textiles
- Smart Materials

## KEY EMPLOYABILITY SKILLS

- creativity
- problem solving
- communication
- time management
- technical understanding



“Design is a formal response to a strategic question”

MARIONA LOPEZ  
ENTREPRENEUR

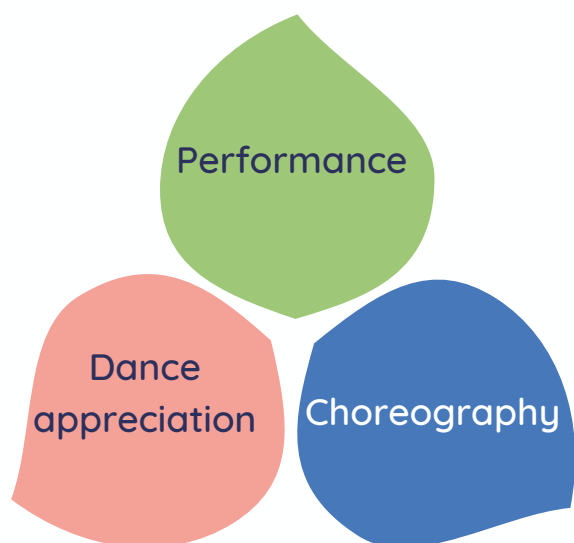




# DANCE

AQA  
8236

Dance is a rewarding option, though not an easy one. It requires commitment and dedication, as well as an open and creative mind. GCSE Dance is not just about learning and copying routines, but the study of dance as a whole art form. Dance is a distinct art form, which has its own history, body of knowledge, aesthetic values, cultural contexts, and artistic products. Students will study a range of choreography and professional dance works and gain a working knowledge of choreographic devices, a range of contemporary dance techniques, and skills in appreciating dance.



## WHERE COULD THIS SUBJECT TAKE YOU?

- Choreographer
- Dance teacher
- Costume designer
- Dancer
- Stage manager
- Production Designer
- Artistic Director
- Physiotherapist
- Pilates/ Yoga instructor
- Dance writer

Emancipation of  
Expression - Boy Blue  
Entertainment



Within her Eyes -  
James Cousins  
Company



By 2027, 57.9% of the  
workforce in this sector  
are projected to retire  
creating 11,000 jobs

GOV.UK

Artificial Things -  
Stopgap Dance  
Company



Shadows - Phoenix  
Dance Theatre

## ASSESSMENT

Component 1: Performance and Choreography Total  
Practical: 60% of final GCSE

- Performance (30%): Set phrases(x2) through a solo performance and a duet/trio performance (x1) "In conjunction with the student, the teacher must select two of the following set phrases for each student to perform as a soloist, from the choice of four set by AQA. The titles of the set phrases are as follows: Breathe, Flux, Shift, Scoop."
- Choreography (30%) Solo or group choreography.

Component 2: Dance Appreciation - Written exam: 1  
hour 30 minutes 40% of GCSE

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

## KEY EMPLOYABILITY SKILLS

- Presentation skills
- Teamwork
- Creative collaboration
- Time-management
- Focus





# DRAMA

Eduqas  
C690QS

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 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.



65% Grade 9-4 in 2023

Oakgrove students have beaten the National Average of this achievement for the past 3 years in a row.

## WHAT WILL I LEARN?

1. Creation, development and performance of a piece of devised theatre
2. Study and perform two key extracts from one scripted performance text chosen by the centre. 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
3. In two parts:
  - a. practical exploration of a set text from the point of view of actor, director and designer
  - b. Visit the theatre and evaluate a chosen performance



## ASSESSMENT

- 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.

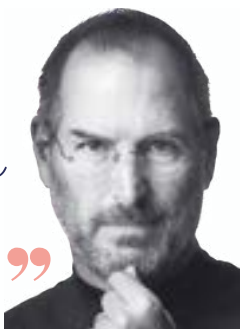


## WHERE COULD THIS SUBJECT TAKE YOU?

- |                       |                   |
|-----------------------|-------------------|
| • Psychology          | • Teaching        |
| • Business Management | • Film Production |
| • Accounting          | • Marketing       |
| • Creative Writing    | • Journalism      |
| • Drama               | • Nursing         |

“It's in Apple's DNA that technology alone is not enough - it is technology married with liberal arts, married with the humanities that yields us the results that make our heart sing”

STEVE JOBS  
INTRODUCING THE IPAD 2



## KEY EMPLOYABILITY SKILLS

- Collaboration
- Confidence
- Cooperation
- Consideration
- Creativity





This course shows students that we are all part of the economy and that economics relates to every aspect of our lives - from the decisions of individuals or families to the structures created by governments and producers. It will develop students' understanding of how economic issues affect choices about resources and markets and vice versa.

To succeed in this subject students should have a genuine interest in economics and be able to confidently analyse numerical data for example working with percentages and being able to interpret graphs. The course will act as a solid foundation for A level Economics.

## WHAT WILL I LEARN?

### Component 1: Introduction to Economics

- Introduction to Economics
- The role of markets and money

### Component 2: National and International Economics

- Economic objectives and the role of government
- International trade and the global economy

## ASSESSMENT

### Paper 1 Introduction to Economics

- 1 hour 30 minutes
- 80 marks
- 50%

### Paper 2: National and International Economics

- 1 hour 30 minutes
- 80 marks
- 50%

Each question paper will have 20 multiple choice questions and short case studies with related short and medium response questions as well the opportunity for extended writing (maximum of 6 marks).



## WHERE COULD THIS SUBJECT TAKE YOU?

- Civil service
- Journalism
- Accountancy
- Quantity surveyor
- Banking and Finance
- Stockbroker

“The purpose of studying economics is not to acquire a set of ready-made answers to economic questions, but to learn how to avoid being deceived

by economists”

JOAN ROBINSON

Large employers of graduate economists include Amazon, Sky, Astra Zeneca and Shell

The NHS recruits 6,000 economics-related graduates every year.

200,000 job adverts a year are economics related



# FILM STUDIES

Eduqas

Film Studies GCSE introduces students to a world of great cinema. Students will learn about the history of film technology - from the birth of the moving images through to CGI and streaming services. This course encourages creative thought but also an analytical eye.

## WHAT WILL I LEARN?

### Year 10

- ★ You will study three films from the UK, Australia and Saudi Arabia
- ★ You will learn how filmmakers communicate meaning through the artistry of their medium
- ★ You will devise and produce an extract from a film screenplay as part of your coursework.

### In Year 11

- ★ You will study American film through the eras; from the 1930s, 1980s and modern day.



## NEW FILM STUDIO TO BE BUILT IN BEDFORDSHIRE

**1.75  
MILLION**

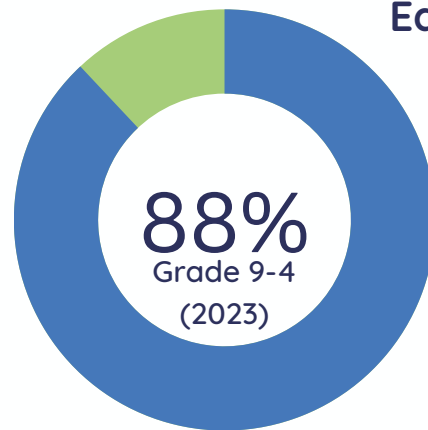
sq ft of studio space, hotels, restaurants and VIP centre

**£242  
MILLION**

will be brought to the region

**3800**

new jobs will be created



## ASSESSMENT

### Component 1: Key Development in US Film

- 1 hour 30 minutes
- 35%

### Component 2: Global Film: Narrative, Representation and Film Style

- 1 hour 30 minutes
- 35%

### Component 3: Production

- Non-exam assessment
- 30%



## WHERE COULD THIS SUBJECT TAKE YOU?

- Sound engineer
- Directing
- Casting
- Producing
- Set design
- Costume design

## KEY EMPLOYABILITY SKILLS

- Creativity
- Research skills
- Technical understanding
- Time management
- Visual literacy



The Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge to be able to feed themselves and others affordably and nutritiously, now and later in life.

## WHAT WILL I LEARN?

1. Food Nutrition and Health - Macro and micronutrients, nutritional needs and Health
2. Food science - Cooking, heat transfer, functional and chemical properties
3. Food safety - Food spoilage and contamination
4. Food choice - Sensory evaluation, food labelling and marketing
5. Food Provenance - Environmental impact, sustainability, processing and production



Please note, students are required to bring ingredients for practicals **every week**



## ASSESSMENT

Written Exam: Food preparation and nutrition

- (50%) - 1 hour 45 minutes - 80 marks.

Non-Exam Assessment (NEA) (50%) :

- Task 1: Written report - Food investigation (15%). understanding of the working characteristics, functional and chemical properties of ingredients.
- Task 2: Written Portfolio - Food preparation assessment (35%). 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.

## KEY EMPLOYABILITY SKILLS

- Creativity
- Research skills
- Teamwork
- Time management
- Attention to detail

## WHERE COULD THIS SUBJECT TAKE YOU?

- Food Technologist
- Baker or Pastry Artist
- Food Critic
- Research chef
- Restaurant Publicist
- Food Author

6%

of businesses in the UK are in the hospitality sector

10%

of jobs in the UK

5%

of GDP in the UK

3.2  
MILLION

people employed in hospitality

1/3

people work in hospitality in their lifetime





# FRENCH

AQA  
8652

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. Developing cultural knowledge alongside language skills.

## WHAT WILL I LEARN?

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

## WHERE COULD THIS SUBJECT TAKE YOU?

- Interpreter
- Diplomacy and international relations
- International Business
- Flight attendant
- Translator
- Marketing coordinator
- Hospitality

## KEY EMPLOYABILITY SKILLS

- Communication
- Problem-solving
- Empathy
- Creative Thinking
- Multitasking



A poll of 500 employers found that languages came second only to IT in a list of desirable skills for job candidates.



## ASSESSMENT

**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).

**Paper 2, Speaking non-exam assessment:** 25% of GCSE

Including 15 minutes preparation time

- Role-play – 10 marks (1-1.5 minutes both Tiers)
- Reading aloud and short unprepared conversation – 15 marks (2-2.5 minutes Foundation, 3 -3.5 minutes Higher).
- Photo card discussion – 25 marks (4-5 minutes at Foundation Tier; 6-7 minutes at Higher Tier)

**Paper 3, Reading exam:** 25% of GCSE

45 minutes (Foundation Tier), 1 hour (Higher Tier). 50 marks (for each of Foundation Tier and Higher Tier)

**Paper 4, Writing exam:** 25% of GCSE

1 hour 10 minutes (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks (for each of Foundation and Higher Tier)

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”

NELSON MANDELA

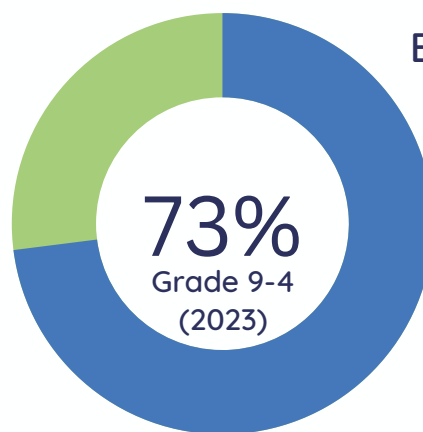




# GEOGRAPHY

Edexcel B

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.



## WHAT WILL I LEARN?

Topic list:

1. Hazardous Earth
2. Development dynamics
3. Challenges of an urbanising world
4. The UK's evolving physical landscape
5. The UK's evolving human landscape
6. Geographical investigations
7. People and the biosphere
8. Forests under threat
9. Consuming energy resources

## ASSESSMENT

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

Topics 1-3

1 hour and 30 minutes, 94 marks

Component 2: UK Geographical Issues 37.5% of the qualification

Topics 4-6

1 hour and 30 minutes, 94 marks

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

Topics 7-9

1 hour and 15 minutes, 64 marks

## WHERE COULD THIS SUBJECT TAKE YOU?

- Urban planner
- Cartographer
- Surveyor
- Environmental consultant
- Teacher
- Climatologist



“I really enjoyed learning about tectonics, volcanoes and geohazards”

YEAR 11 STUDENT 2023



## KEY EMPLOYABILITY SKILLS

- problem solving
- research skills
- communication
- critical evaluation
- teamwork
- presentation skills

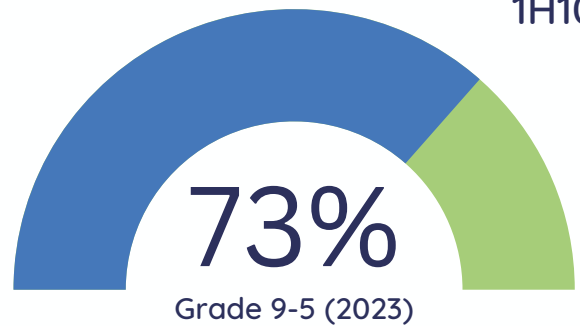




# HISTORY

Edexcel  
1H10

Students will 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.



## WHAT WILL I LEARN?

- Crime and punishment in Britain, c1000 – present
- Early Elizabethan England 1558-88
- Superpower relations and the Cold War, 1941-91
- The USA, 1954-75; conflict at home and abroad

## ASSESSMENT

Paper 1: Thematic study and historic environment

- 1 hour and 15 minutes
- 30% of the qualification

Paper 2: Period study and British depth study

- 1 hour and 45 minutes
- 40% of the qualification

Paper 3: Modern depth Study

- 1 hour and 20 minutes
- 30% of the qualification



## COURSE HIGHLIGHT

Trip to Berlin to see key historic sites such as:

- The Berlin Wall
- Palace of Tears
- Stasi Prison
- Cold War Museum
- Cecilienhof Palace
- Checkpoint Charlie

## WHERE COULD THIS SUBJECT TAKE YOU?

- Media researcher
- Politician
- Teacher
- Archivist
- Barrister
- Journalist
- Project management
- Museum curator

## KEY EMPLOYABILITY SKILLS

- Reasoning
- Communication
- Written English
- Analysis
- Communication
- Research



Checkpoint Charlie



Stasi Prison



Berlin Wall 1989





This course 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.

## WHAT WILL I LEARN?

1. Musical Forms and Devices
2. Music for Ensemble
3. Film Music
4. Popular Music



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. It is recommended that students discuss their suitability for the course with their music teacher.

Due to the performance element of the course it is recommended that students undertake 1-1 professional tuition in their chosen instrument/voice. Whilst there is no formal standard required for entrance to the course, please note that students are expected to be able to perform at Grade 3 (ABRSM/Trinity/Rock School) or above by December 2023.

## KEY EMPLOYABILITY SKILLS

- Memory skills
- Attention Span
- Teamwork
- Performing
- Usually high attaining

## 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.

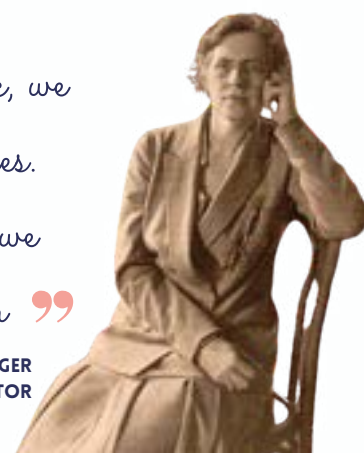
**Unit 2: Composing (30%)** - You will compose two pieces of music, one of which will be in response to a choice of briefs set by the exam board in Year 11. There will be lots of flexibility in terms of the detail of your compositions which you will decide on with the support of your teacher.

**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)

“To Study Music, we  
must learn the rules.  
To create music, we  
must break them”

NADIA BOULANGER  
MUSIC EDUCATOR AND CONDUCTOR







# MUSIC TECHNOLOGY

NCFE

NCFE Music Technology 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

## WHAT WILL I LEARN?

1. Music Technology and Business
2. Using a Digital Audio Workstation (DAW)
3. Musical Elements, Style and Technology
4. Sound Creation
5. Multitrack Recording

## KEY EMPLOYABILITY SKILLS

- Teamwork
- Leadership
- Problem Solving
- Planning
- Digital skills

“I really enjoy learning how to use the recording studio and how to create music using Logic Pro”

YEAR 10 STUDENT



## ASSESSMENT

### NEA Synoptic Project

- 17 hours (lesson time)
- 60% weighting.
- Will assess your ability to draw together your knowledge, understanding and skills from across all 'Content Areas'.
- Internally marked, externally moderated.

### Written Exam

- 1 hour 30 minutes
- 40% weighting
- A mixture of multiple-choice, short-answer and extended response questions
- Externally marked

## WHERE COULD THIS SUBJECT TAKE YOU?

- |                    |                       |
|--------------------|-----------------------|
| • Audio Engineer   | • Broadcast Engineer  |
| • Record Producer  | • Music Editor        |
| • Sound Designer   | • Artist Manager      |
| • Sound technician | • Acoustic Consultant |





# PHOTOGRAPHY

Eduqas  
C656QS

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.

## WHAT WILL I LEARN?

This course is structured by a series of projects that work towards the portfolio of evidence.

Students will develop:

- photographic skills, using their own phones and Digital SLR cameras.
- 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.
- new skills, media and techniques.
- their ability to research, experiment, develop and refine work.

The first unit will work on the formal elements composition, framing, camera control and an introduction to Photoshop skills.

Projects include Inspired By, Mixed Media Creations and Dreams and Nightmares. 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.

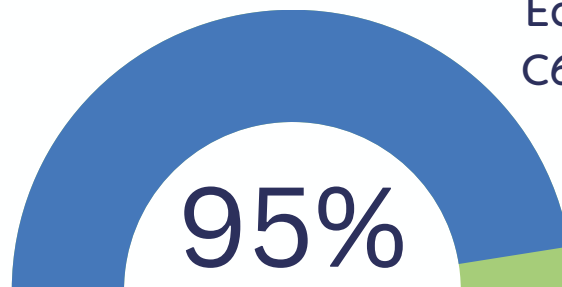


93%

of 16-18 year olds say creative subjects impact positively on their mental health

2.3  
MILLION

jobs in the creative industries



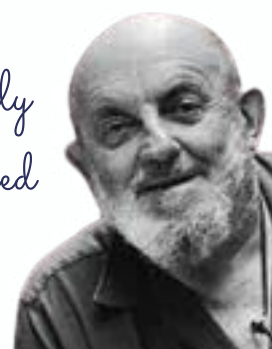
Grade 9-4 2023

## ASSESSMENT

- Unit 1 – Controlled Assessment 60% - Portfolio
- Unit 2 - Sustained focus – 40% - Externally set and assessed piece of work, sketch book and final outcome.

“A photograph is usually looked at – seldom looked into.”

ANSEL ADAMS  
PHOTOGRAPHER AND ENVIRONMENTALIST



## WHERE COULD THIS SUBJECT TAKE YOU?

- |                    |                       |
|--------------------|-----------------------|
| • Photographer     | • Art director        |
| • Photojournalist  | • Camera operator     |
| • Graphic designer | • Videographer        |
| • Photo editor     | • Editorial assistant |

## KEY EMPLOYABILITY SKILLS

- Creativity
- Problem solving
- Refine ideas
- Research
- Attention to detail

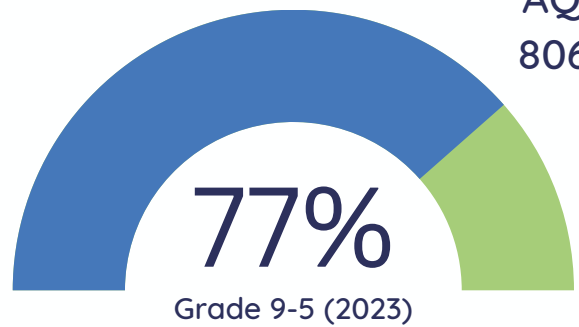




# RELIGIOUS STUDIES

AQA  
8062

Students are encouraged to think about the wider questions which relate to life and society today and will be assessed using two knowledge bases, religious beliefs and practices of both Islam and Christianity and ethical implications of some of the bigger questions and moral dilemmas in life. Students will have class debates on ethical dilemmas such as abortion, euthanasia, capital punishment to name a few!



## WHAT WILL I LEARN?

Belief, teachings and practises of Christianity and Islam

- Theme A: Relationships and families
- Theme B: Religion and life
- Theme D: Religion, peace and conflict
- Theme E: Religion, crime and punishment

## ASSESSMENT

Paper 1 – Beliefs, teachings and practices

- 1 hr 45 mins
- 50%

Paper 2 – Philosophical and Ethical studies

- 1 hr 45 mins
- 50%

## COURSE HIGHLIGHT

Trip to Rome (Feb 2024) - Trevi Fountain, Colosseum, Palantine Hill and St Peter's Basilica

“ I really enjoyed the activities given in class, with a range of debates, group work and individual tasks. ”

YEAR 11 STUDENT 2023



## KEY EMPLOYABILITY SKILLS

- debating
- reach justified conclusions
- gather evidence
- cultural and religious understanding
- communication

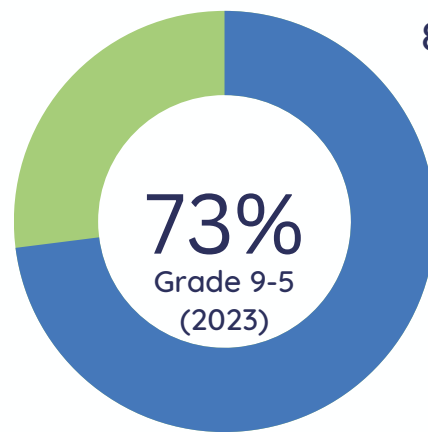




# SOCIOLOGY

AQA  
8192

Sociology GCSE encourages students to explore and debate contemporary social issues in order to be able to challenge everyday understandings of social phenomena from a sociological perspective. Across the course students will study social issues, such as sexism, racism and poverty. They will analyse the roles of social institutions, such as the family, the education system and law enforcement



“It's made me see the world around me, and my place within it, in a whole new way!”  
YEAR 11 STUDENT, 2023

## WHAT WILL I LEARN?

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

## ASSESSMENT

Paper 1 – The sociology of families and education

- 1 hr 45 mins
- 50% of GCSE

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

- 1 hr 45 mins
- 50% of GCSE

## WHERE COULD THIS SUBJECT TAKE YOU?

- Law enforcement
- Politics
- Social work
- Human resources
- Writer
- Journalist
- Healthcare
- Market research

## KEY EMPLOYABILITY SKILLS

- resilience
- reasoning skills
- making judgements
- curiosity
- maturity



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. Developing cultural knowledge alongside language skills.

### WHAT WILL I LEARN?

#### Thematic contexts:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

21

countries list Spanish as their official language

600  
MILLION

people in the world are estimated to speak Spanish

2ND

most spoken language in the world behind Mandarin



“ We should learn languages because language is the only thing worth knowing even poorly. ”

KATÓ LOMB  
INTERPRETER AND TRANSLATOR



### ASSESSMENT

**Paper 1, Speaking exam:** 25% of GCSE 7-9 minutes (Foundation Tier), 10-12 minutes (Higher Tier) 50 marks. Including 15 minutes of preparation time.

- Reading aloud and short unprepared conversation -12 marks
- Role-play - 10 marks
- Photo card - 12 marks with conversation - 16 marks

**Paper 2, Listening exam:** 25% of GCSE

Written exam: 45 minutes 50 marks (Foundation Tier), 1 hour, 50 marks (Higher Tier)

Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.

**Paper 3, Reading exam:** 25% of GCSE 45 minutes (Foundation Tier), 1 hour (Higher Tier) 50 marks (for each of Foundation Tier and Higher Tier)

**Paper 4, Writing exam:** 25% of GCSE 1 hour 15 minutes (Foundation Tier), 1 hour 20 minutes (Higher Tier) 50 marks (for each of Foundation Tier and Higher Tier)

This is a fast-paced course where students will be required to complete a lot of independent learning and homework to reach the standards required to successfully pass the course. Students who are excelling in, and enjoy studying French are ideal candidates as they will be able to transfer the skills they have learnt in their French lessons at KS3.



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.



## WHAT WILL I LEARN?

1

### Contemporary issues in sport

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event
- The role National Governing Bodies
- The use of technology in sport.

2

### Performance and leadership in sports activities

- Key components of performance
  - Applying practice methods to support improvement in a sporting activity
- Organising, planning, leading and reviewing a sports activity session

3

### Sports and the media

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

## ASSESSMENT

### Contemporary issues in sport

- External exam
- 1 hour 15 minutes
- 70 marks

### Performance and leadership in sports activities

- OCR Set assignment - centre assessed
- 80 marks

### Sport and the media

- OCR Set assignment - centre assessed
- 40 marks

### Increasing awareness of Outdoor and Adventurous Activities

- OCR Set assignment - centre assessed
- 40 marks

The number of theory and practical lessons covered each week will depend on the unit. This may range from three theory lessons through to three practical sessions of a mixture of both.

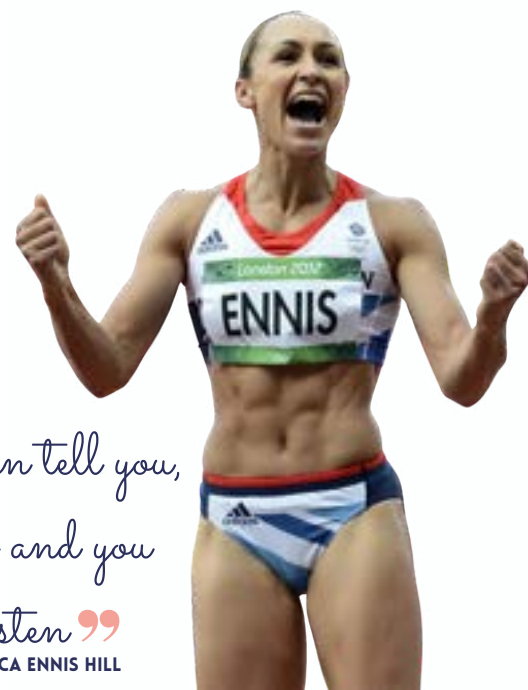


## KEY EMPLOYABILITY SKILLS

- Teamwork
- Leadership
- Time management
- Handling pressure
- Commitment

“The only one who can tell you,  
you can't win is you and you  
don't have to listen”

JESSICA ENNIS HILL







1

Explore the wide range of uses of hardware, application and specialist software in society

2

Investigate how information technology is used in a range of contexts, including business and organisations, education and home

3

Gain a working knowledge of databases, spreadsheets, automated documents and images. Learn to apply your knowledge and understanding to solve problems in vocational settings



## ASSESSMENT

### Unit 1: ICT in Society

- On-screen examination - 1 hour 20 minutes
- 40% of qualification
- 80 marks

### Unit 2: ICT in Context

- Controlled assessment - 40 hours
- 60% of qualification
- 120 marks

Attributes  
Detail-Oriented  
Creative Mindset  
Organised

Skills  
Creativity  
Attention to Detail  
Problem-Solving

Digital skills are required by 82% of jobs advertised online in the UK.

## WHERE COULD THIS SUBJECT TAKE YOU?

- IT Project Manager
- Digital Marketing Manager
- Data Analyst
- Digital Content Producer
- Systems Engineer
- Web Marketing Manager

“The number one benefit of information technology is that it empowers people to do what they want to do. It lets people be creative. It lets people be productive. It lets people learn things they didn't think they could learn before, and so in a sense it is all about potential.”

STEVE BALLMER  
FORMER MICROSOFT CEO

