



Options Booklet 2022

Welcome to your Option booklet and Key Stage 4 course guide for September 2022.

Here you will find guidance on making your subject choices for Key Stage 4.

Read this booklet carefully, talk to your teachers, listen carefully in the options assembly, speak to your coaching team leader, your family and research jobs and careers you are interested in to find out what qualifications you will need to pursue them. Doing this will give you a clearer idea about the subjects you should study in Years 10 and 11.

We want to ensure that each and every one of you leaves One In A Million Free School with the qualifications that give the best possible chance of progression to your next steps and employment in the future.

We have outlined guidance to the pathway we think will offer the right route for you. You and your parents may be aware of the “English Baccalaureate” (Ebacc) and how this standard can be met. We will encourage appropriate students to follow the English Baccalaureate pathway by choosing to study a modern foreign language (i.e. Spanish), plus History and/or Geography, in addition to English, Mathematics and Science.

We also offer qualifications which are more vocational in content. These qualifications still require students to sit final exams, but they also have coursework elements. We will encourage appropriate students to follow a more vocational pathway.

All pathways allow our students to achieve a minimum of eight qualifications at GCSE or their equivalent, including English and mathematics, therefore meeting the expectations of post 16 establishments, employers and universities.

We will give all of our students every encouragement to maximise their potential.

Once we have received the option choices from each student, we will go through each one individually to make sure your choice of subjects gives you the best chance of success in the future. We will confirm final choices in the summer term.

Best wishes



Mr S Rees
Principal

INTRODUCTION

Year 9 marks a very important stage in your life as you begin to start thinking about what you would like to do in the future.

You should start to research careers which appeal to you most and think about the strengths, skills and personal qualities you feel you have. It is important that you are honest and realistic in your judgement. You may not know yet what you want to do in the future, so it is important to keep a broad and balanced combination of subjects.

The Curriculum consists of two parts:

1. The Core and Statutory Curriculum - approx. 65% (compulsory for all)

- English
- Mathematics
- Science
- PSHC E
- PE (Games)

2. The Entitlement Curriculum approximately 35% (Optional Subjects)

The Entitlement Curriculum consists of a range of subjects from which you have a choice. From the subjects listed you should select a combination which is best suited to your skills, interests, aptitude and future career needs.

Most subjects are known to you, but some will be new. The makeup of the subjects has been carefully considered in order to allow you to choose a broad range of curriculum experiences that will enable you to pursue a variety of learning experiences.

You will select a combination of GCSEs that enables us to provide a Learning Pathway, suited to your needs and preferences.

Over the next few weeks you will receive lots of support and guidance to help you make the right choice.

- Your Subject Teachers/Heads of Faculty will talk to you about the courses
- Your Coaching Team Leader will offer guidance and support in helping you to identify your strengths and qualities in relation to future career intentions.

Of course, your parents and other family members will offer their support and encouragement to ensure that you make the right decision.

NB: We always seek to meet the needs of all students, but if courses are oversubscribed or we have insufficient interest in a course, we will ask you to make other suitable choices.

POINTS TO REMEMBER

CHOOSE a subject because:

- You are interested in it and would like to pursue this interest.
- You are good at it.
- You have been advised by your teachers.
- It may be useful for future studies or career.

DO NOT choose a subject because your friends have chosen it. Think only of your own abilities, aptitudes and future interests.

DO NOT choose a subject because you like the teacher. They may not teach the subject at Key Stage 4 or they may leave.

DO NOT choose a subject because you think it is an 'easy option'. Every subject will make strenuous demands on you.

WHY MAKE OPTION CHOICES?

1. Time. The deeper any subject is studied the more time is required and there simply is not enough time for everybody to study everything beyond Year 9.
2. Ability. Beyond a certain level, everybody cannot be good at everything. Most students are good at something so it would obviously be wise to choose subjects according to ability.
3. Personal preference. As a student gets older personal likes and dislikes become clearer and he or she does not want to study every subject. Providing that a good broad general education is undertaken, there is no reason why a student should study every subject.
4. Career ambition. Many careers have educational requirements expressed in terms of examination results in particular subjects so it is vital to choose the right subjects.

SUBJECT CHOICE AND CAREER

A Balanced Education

A good general education is important whatever you are going to do. Universities, Colleges of Further Education, Employers and Training Officers have one thing in common. They are all looking for young people leaving school who have an all-round education with a breadth of interest, experience and qualifications rather than someone who is a narrow specialist at this stage.

In a rapidly changing technological society it is likely that workers of the future may have to retrain at least once and maybe twice in their own lifetime. The implications for school are that we must produce intelligent, articulate and adaptable young people, and you can help by choosing a well-balanced course of study.

Making this decision is not easy. Think very carefully, hold discussions with teachers and parents/carers, find out as much as you possibly can about all the Option Subjects, and above all **ASK QUESTIONS**. The large number of possible careers makes it impossible to give comprehensive guidance in this brochure, but research into careers and talking to your teachers will help you to make your choices.

OPTION PATHWAYS

The pathways are colour-coded and students are assigned to a pathway based on their prior attainment and aptitude for particular subjects.

Yellow PATHWAY (min of 8 GCSEs) (EBacc PATHWAY)

This is the most rigorous pathway. It involves studying both a modern foreign language (Spanish), History and/or Geography, in addition to core subjects to attain the EBacc, assuming this is an appropriate route, based on your prior attainment and is relevant to your future aspirations and next steps.

Alternatively the non-EBacc option of studying History or Geography and two other options is available.

All subjects in this pathway facilitate studying subjects at A' Level including: English Literature, English Language, Mathematics, Further Mathematics, Biology, Chemistry, Physics, Sociology, Psychology, Law, Geography, History, Spanish, Economics.

Blue PATHWAY (min of 8 GCSEs)

This is NOT an EBacc Pathway. Students will study the core curriculum – English Language, English Literature, Mathematics, Combined Science and PSHCE and have a free choice to study a language (Spanish), humanities and other GCSE or equivalent courses relevant to their career intentions. This is a more vocational pathway.

Green PATHWAY

This is a guided pathway for specific students. Students with Special Educational Needs will liaise with Mr Gallagher and Mrs Theodorou (SENCO) in consultation with parents/carers about Key Stage Four provision.

We aim to offer all students a minimum of 8 GCSEs or their equivalent, but in a minority of situations, students will follow a reduced Key Stage Four programme based on the educational needs of the individual student.

Key Stage 4 Curriculum

We believe very strongly that one of the core purposes of secondary school is to equip all students with the highest standards of literacy and numeracy, which are developed throughout the curriculum. These key skills enable OIAM students to successfully progress at the age of 16 to Sixth Form study, to a vocational course at a Further Education provider, or into an apprenticeship or a job with training. Therefore, the Key Stage 4 curriculum at OIAM Free School is designed to provide a rigorous academic core for all students, alongside a range of curriculum options which enable students to specialise in the subjects they enjoy the most.

CORE SUBJECTS



ENGLISH GCSE

Examination Board: AQA

Staff Contact: Mrs Orchard

In Years 10 and 11, all students will take two GCSE courses in English Language and English Literature. They are expected to read widely, undertake a range of written responses and to speak in a range of formal situations. Reading outside of the classroom will be essential to identify a range of writing styles, formats and audiences. Both subjects are linear and have 2 exams and will be taken at the end of Year 11.

ENGLISH LANGUAGE

Paper 1: Explorations in creative reading and writing 1 hour 45 minutes

- a) Answering 4 questions on an extract of fiction writing
- b) Writing creatively through description or narrative.

Paper 2: Writers' viewpoints and perspectives 1 hour 45 minutes

- a) Compare 2 pieces of non-fiction writing from different time periods
- b) Writing to present a viewpoint.

Spoken Language Endorsement A formal presentation that is assessed and awarded separately from the GCSE grade at the end of Year 10 or beginning of Year 11.

ENGLISH LITERATURE

Paper 1: Shakespeare and the 19th Century Novel 1 hour 45 minutes

- a) A Shakespearean play ('Macbeth')
- b) A novel from the 19th century ('A Christmas Carol').

This paper consists of four questions, two from each set text you have studied for Paper 1. You will need to read, understand and analyse an extract and then analyse the whole of the novel or play in comparison.

Paper 2: Modern Texts and Poetry 2 hours 15 minutes

- a) A modern prose or drama text from the 20th century - 'An Inspector Calls'
- b) The Poetry Anthology: A selection of 15 poems
- c) Unseen poetry comparison.

This paper consists of four questions, one from the drama text, one comparison question from the poetry anthology and two from the unseen poetry section. You will need to revise, remember and analyse quotes from both the drama text and the anthology poems while focusing on theme and characters.

How this course is different from your experience in KS3.

At KS3 you have been taught a combined English Language and Literature course whereas in KS4 there is more of a distinction between the two subjects. In English Literature you will be expected to read and reread set texts and be prepared to answer essay style questions without copies of the texts in front of you. This requires an ability to recall plot and quotations. The top piece of advice from the Examiner's Report is 'Know your text'. In English Language you will build on the skills that you have been studying already e.g. comparing, analysing and evaluating language and structure so that your answers include more detail and pay attention to the 'why' as well as the 'what' and 'how'.

MATHEMATICS GCSE

Examination Board: Edexcel – Course 1Ma1

Staff Contact: Mrs Giannoula

Traditionally mathematics has involved knowing the rules to deal with numbers, percentages, areas, equations, etc. This course will focus on developing further the skills learned in Years 7 - 9 and ensuring students can solve mathematical problems using those skills, and develop confidence in answering longer multi-step questions. The course is designed with opportunities for developing problem-solving techniques and building confidence and skills for tackling unfamiliar challenges.

Examinations

The GCSE consists of 3 exams, two calculator and one non-calculator paper. Each paper is 1 hours 30 minutes and will have questions to test the full content of the course ie. Number, Algebra, Shape, Space and Measure, and Statistics and Probability. You will be grouped according to your ability and will follow either the Foundation or Higher Tier course. Both tiers of entry will take the examinations at the end of Year 11. As at KS3, an appropriate scientific calculator, such as the Casio fx83GT Plus or Casio fx85GT Plus will be required.

How this course is different from your experience in KS3

At KS4 there will be a dual-focus on learning new skills as well as revisiting and extending many of the skills learnt in KS3 but with a greater emphasis on problem-solving. There will also be an increasing focus on 'exam skills' to increase students' familiarity and confidence with the new, more challenging maths exams.

COMBINED SCIENCES GCSE

Examination Board: AQA Combined Science: Trilogy

Staff Contact: Mr Coles

The Trilogy Science GCSE qualification encourages students to be inspired, motivated and challenged by following a broad, coherent and practical course of study. It provides an insight into and experience of how science works, stimulating students' curiosity and encouraging them to engage with Science in their everyday lives. Students will gain the equivalent of two GCSEs for sitting the course. They will cover aspects of Biology, Chemistry and Physics as well as investigative skills. Sitting this route instead of Separate GCSEs in Biology, Chemistry and Physics is not a bar to A level science. There are "practicals" which students must complete throughout the two years. Student's knowledge of these practicals will be tested in the exam.

Examinations

- Biology 1 Biology 2
- Chemistry 1 Chemistry 2
- Physics 1 Physics 2

Each paper has 3 components: data analysis, recall and application, and last 1 hour and 15 minutes. They are out of 70 marks and each paper is worth 16.7% of the GCSE. Papers can be sat at either a higher (grades 4-9) or foundation (grades 1-5) level.

Students hoping to pursue further education and careers within science should strive to complete the higher tier course.

How this course is different from your experience in KS3

There is more of an emphasis on practical work within testing and therefore there is more consideration of how we design and run practical work in lessons (as well as doing it). We will also use more of your maths skills to conclude on and evaluate scientific data. There is also more of a focus on "why" things happen in science and not just the "what" happens.

CORE PHYSICAL EDUCATION

Examination Board: Non-examined course

Staff Contact: Miss Stuart

At Key Stage 4, the aim of core Physical Education is to engage students in physical activity to encourage students to pursue active and healthy lifestyles. To improve their physical health and wellbeing with the emphasis on participation and enjoyment.

Students are given the opportunity to undertake a variety of activities that will encourage fun, engagement and lifelong participation. Examples include badminton, dodgeball, handball and fitness.

Examination Board: Non-examined course

Staff contact: Mrs Fowler

Personal, Social, Health, Citizenship and Economic (PSHCE) education is an important and necessary part of all student's education. In 2020 Sex and Relationships Education and Health is becoming compulsory within all schools.

In Key Stage 3 students cover topics such as bullying, emotional health, healthy lifestyles, identity and diversity, crime, animal rights, politics, drugs as well as sex and relationships.

In Key Stage 4 PSHCE is used to build on this previous knowledge and understanding.

In Year 10 students study sex and relationships (SRE), British Values, and Careers, including learning to write CV's and personal statements ready for work experience.

In Year 11 students will look at how they can make a difference within the community, sex and relationships and helping them to prepare for working life and careers. During this topic they will also look at apprenticeships and applying for college or sixth form. Getting closer to their exams, students learn how to revise and to deal with exam stress.

Career relevance:

PSHCE is extremely valuable in the development of holistic young adults with an awareness of, and responsibility for, their own roles in society and their ability to organise and lead a productive, satisfying lifestyle. The skills learned in PSHCE could also support a student's pursuit of certain career opportunities. Aside from the direct link of the 'careers' topic to applying for courses and jobs, the content of the other topics will support students in the creation of personal statements for applications to further education and life choices in general.

PSHCE helps to develop the general knowledge of students with regards to British democracy, employment, health and relationships. This knowledge would be very useful to draw from for various 'Arts', 'Law' or 'Education' based courses. A student who is deeply engaged with PSHCE in school would also find it particularly valuable if they wished to pursue a career in care or social work, or any of the civil services.

Finally, we have a democracy and multicultural society that should be engaged with, celebrated and protected. PSHCE is an excellent way to recognise the opportunities that are available to everyone and allow students to effectively support themselves and others.

Option Subjects



ART AND DESIGN GCSE

Staff Contact: Mrs Fowler

Art & Design: Fine Art is offered as a two-year course that looks at both traditional and contemporary art and promotes learning across a variety of creative disciplines. Students are assessed over four assessment objectives, which include researching and analysing artists, experimenting with practical elements, developing ideas and presenting a final response. Students will participate in skills workshops introducing them to a range of techniques and materials; they will then go on to produce 2 more independent projects. Possible disciplines include: drawing, painting, sculpture, installation, mixed media and printmaking.

Assessment

All work produced from the beginning of year 10, including home study, will go towards the final body of work that is assessed. Homework is set weekly and students are expected to spend at least one hour working on this. All students complete two compulsory units:

- Component 1: Personal Portfolio of Work - 60% of the overall grade
- Component 2: Externally Set Task - 40% of the overall grade (the final piece is completed under examination conditions over 10 hrs).

Examinations

Both Component 1 and Component 2 are internally marked against the AQA assessment objectives, which are regularly shared with students. The exam board then moderates a sample of work from both units at the end of the course. All work is graded from 9-1.

Progression

This course provides a strong foundation for A-level studies as well as vocational pathways. Further studies could include A-level: fine art, photography, graphic communication, textile art.

How this course is different from your experience in KS3

Students will study this course for three lessons a week. Homework is more frequent and more time should be spent on it. Following the skills workshops, students are given more freedom of choice with regards to project themes and contextual references, which leads to more independent work. Students will have regular individual tutorials with their teacher to discuss their own work and ideas.

ENTERPRISE AND MARKETING (Vocational)

Examination Board: OCR Cambridge National

Vocational qualifications develop practical skills and knowledge related to an employment area, and are designed to help students learn in a practical way. They're offered in schools and colleges and can help get the skills needed to start a job, progress in a career or go on to higher levels of education. Vocational qualifications include classroom-based and practical activities, and are assessed usually by both written and practical coursework or exams.

Staff Contact: Mrs Khan

If you are interested in the world of business then Enterprise and Marketing is the subject for you. During the course you will investigate actual businesses from start-up to maturity. Within the course you will:

- Learn about and understand the world of Business
- Develop skills in the financial aspects of Business
- Carry out market research, both within and away from the classroom
- Learn how to work in a team with other members of the class
- Learn through investigation in addition to listening and reading.

This subject allows students to get to grips with key aspects of running small businesses with a focus on enterprise and marketing..

Students complete three mandatory units:

- Unit R067: Enterprise and marketing concepts (Exam)
- Unit R068: Design a business proposal (Coursework)
- Unit R069: Market and pitch a business proposal (Coursework)

Unit R067: Enterprise and Marketing Concepts

This is assessed by an exam. In this unit, you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business.

Topics include:

- Characteristics skills, risk and reward for enterprise on Market research to target a specific customer
- What makes a product financially viable
- Creating a marketing mix to support a product
- Factors to consider when starting up and running an enterprise.

Unit R068 Design a Business Proposal

This is assessed by a set assignment. In this unit, you will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

Topics include:

- Market research
- How to identify a customer profile
- Develop a product proposal for a business brief
- Review whether a business proposal is financially viable
- Review the likely success of the business proposal.

Unit R069 Market and Pitch a Business Proposal

This is assessed by a set assignment. In this unit, you will develop pitching skills to be able to pitch your business proposal to an external audience. Finally, you will review your pitching skills and business proposal using the learning, self assessment and feedback gathered.

Topics include:

- Develop a brand identity to target a specific customer profile
- Create a promotional campaign for a brand and product
- Plan and pitch a proposal
- Review a brand proposal, promotional campaign and professional pitch.

All results are awarded on the following scale:

Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2) Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.

What next?

An aspiration for many young people is to be self-employed and start their own business. The skills required for this, such as being able to work collaboratively and creatively, solve problems and have awareness of businesses and customers, are also those requested by employers.

GEOGRAPHY GCSE

Examination Board: AQA 8035

Staff Contact: Mr Lawson

GCSE Geography is a challenging and enjoyable course that draws on the knowledge, understanding and geographical skills gained at Key Stage 3.

Students will gain an insight into the world around them beyond their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs).

COURSE OUTLINE

The exam consists of three exam papers:

Subject Content:

Living with the physical environment: Exam paper 1 hour 30 minutes

- 3.1.1 Section A: The challenge of natural hazards
- 3.1.2 Section B: The living world
- 3.1.3 Section C: Physical landscapes in the UK

Challenges in the human environment: Exam Paper 2 hour 30 minutes

- 3.2.1 Section A: Urban issues and challenges
- 3.2.2 Section B: The changing economic world
- 3.2.3 Section C: The challenge of resource management

Geographical applications: Exam Paper 3 1 hour 15 minutes-Paper 3 will have a pre-release resources booklet that is made available 12 weeks before the exam.

- 3.3.1 Section A: Issue evaluation
- 3.3.2 Section B: Fieldwork-this will involve two geographical enquiries which includes the collection of data linked to the content of paper 1 and 2.

Geographical skills

- 3.4 Geographical skills (assessed in paper 2)

What next?

By studying Geography GCSE, students will have the skills and experience to progress onto A-level and beyond.

Employers value the mix of technical and social skills students gain from studying geography, which they see as very **transferable**, i.e. useful for a whole range of jobs.

What Careers Can I do with Geography?

According to the Royal Geographical Society, Geography graduates have some of the highest rates of graduate employment.

Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with geography qualifications include: town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting.

HOSPITALITY AND CATERING (Vocational)

This course is graded at Pass, Merit or Distinction.

Examination Board: WJEC level 1 /2

Vocational qualifications develop practical skills and knowledge related to an employment area, and are designed to help students learn in a practical way. They're offered in schools and colleges and can help get the skills needed to start a job, progress in a career or go on to higher levels of education. Vocational qualifications include classroom-based and practical activities, and are assessed usually by both written and practical coursework or exams.

Staff Contact: Mrs Buckland

Content

This qualification is intended for students who are interested in food preparation in a commercial hospitality and catering environment and wish to develop skills and knowledge that will prepare them for further study and employment within this sector or as a foundation for further study in this area.

The Hospitality and Catering course will give students the opportunity to develop an understanding of:

- The Hospitality and Catering industry environment and how it operates
- Health and safety requirements when working within the catering industry
- Know how food can cause ill health
- Preparing and cooking food products using a variety of skills
- Understanding the importance of nutrition when planning menus
- Balanced diets and modification of recipes for health when planning menus
- Planning and producing dishes for a purpose.

The course is practical in nature but requires students to research and write up about the nutrition of food. They will also learn about special diets, different life stages and research the effects of cooking on food.

The course will focus on the following transferable skills:

- Planning
- Organisation and time management
- Research Skills
- Communication
- Problem-solving skills

- Health and Safety

What will the learner study as part of the qualification?

UNIT 1 – External Assessment 40% The Hospitality and Catering Industry –students will apply their learning by considering all aspects of the vocational sector. The GCSE exam takes place in the June of year 10 and is 1hr 30mins.

UNIT 2 – Internal Assessment 60% Hospitality and Catering in Action – students will apply their learning to safely prepare, cook and present nutritional dishes. Take place in spring term of year 11.This in its entirety is 9hrs, consisting of 3hrs planning, 4hrs cooking 2 nutritional meals with accompaniments and 2 hrs completing the coursework.

This course is graded Pass, Merit or Distinction.

How this course is different from your experience in KS3 food students will study this course for three hours per week. Homework is more frequent and more time should be spent on it. The lessons will be a mixture of theory and practical based activities every week, therefore aprons will be needed and ingredients will need to be purchased every week. This will prepare students to be independent learners and have good time management and organisational skills.

HEALTH AND SOCIAL CARE (Vocational)

Specification: OCR Cambridge National

Vocational qualifications develop practical skills and knowledge related to an employment area, and are designed to help students learn in a practical way. They're offered in schools and colleges and can help get the skills needed to start a job, progress in a career or go on to higher levels of education. Vocational qualifications include classroom-based and practical activities, and are assessed usually by both written and practical coursework or exams.

Contact Teacher: Mrs Buckland

This course will appeal to students who are interested in health, social and early years careers such as nursing, midwifery, education, childcare, youth work or social work with vulnerable adults, children, families, the elderly and disabled people of all ages. The course will explore human development over the lifespan, a range of influences on health and wellbeing, and the application of care values such as dignity and respect.

In year 10 students will complete two pieces of coursework, which will be 60% of the course. In year 11 students will complete the one written examination which will be 40% of the course.

The 2 written units require research and lots of written work. These will be assessed by the tutor and sent off for moderation.

Core programme of study:

R032 Principles of care in health and social care settings L/618/6302 48 Exam Mandatory

This unit is assessed by an exam. In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care.

Topics include:

Topic Area 1 The rights of service users in health and social care settings

Topic Area 2 Person-centred values

Topic Area 3 Effective communication in health and social care settings

Topic Area 4 Protecting service users and service providers in health and social care settings

R033 Supporting individuals through life events R/618/6303 36 NEA Mandatory unit

This unit is assessed by a Set Assignment. In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include:

- Topic Area 1 Life stages

- Topic Area 2 Impacts of life events
- Topic Area 3 Sources of support

R034 Creative and therapeutic activities D/618/6305 36 NEA

Optional unit

R035 Health promotion campaigns H/618/6306 36 NEA

Optional unit

Who is this course suited for?

The course is appropriate for students who are considering working within the caring professions.

Skills

Essential skills you will develop through this course:

- A deeper understanding of your own life and self
- Empathy for others who may be very different to yourself
- Respect for diversity in society and differences between us
- Literacy for learning, including reading, writing and research
- Mathematical and scientific skills to make sense of data
- ICT skills for research, and the production of high quality coursework
- Cooperation and team-working skills

This course is graded Pass, Merit or Distinction.

What next?

These skills will help you progress onto further study in the health and social care sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Health and Social Care; A levels in psychology, biology or sociology and the following apprenticeships:

- Adult care worker
- Allied Health Profession Support
- Health and Social Care
- Healthcare science assistant
- Maternity and Paediatric Support. It is anticipated that this qualification will also enable you to progress onto a T Level, such as Health and Healthcare Science, when they are available.

HISTORY GCSE

Examination Board: **Edexcel**

Staff Contact: Miss Dean

GCSE History is a challenging and enjoyable course that draws on the knowledge, understanding and historical skills gained at Key Stage 3.

The final examinations require good subject knowledge and an ability to interpret and analyse a variety of historical sources and interpretations about events and people of the past.

In History, there will be **four** topics to cover across **three** exam papers, all of which will be taken at the end of Year 11.

Two of the four topics have an international focus and the other two topics will focus on British History. There are a proportion of marks given to Spelling, Punctuation and Grammar.

Paper 1:

Medicine 1250 - the present day

- **30% of the GCSE.**
- **Marks: out of 48.**
- **Six exam questions ranging from 4 marks to 16 marks.**

This is a thematic, breadth study and will enable students to gain an understanding of how medicine has developed and changed in Britain over a longer period of time. It considers the causes, scale, nature and consequences of medical developments and how they impacted British society. Students will study a range of different factors such as religion, science and technology, war and others and examine how they developed and impacted upon the Health of Britain.

There are six exam questions on this paper, however the first three will always focus on medicine and health developments at the Western Front during World War One.

Paper 2:

- **40% of GCSE - split across two topics.**
- **Marks out of 64.**

This paper has two units within it. There are three questions per topic, making this a six question paper altogether. This focuses on knowledge and understanding and second order concepts such as explanation, there are no sources or interpretations to analyse or use.

Section 1: The Cold War: 1945-1991

20% of GCSE

- **Marks out of 32**

This topic allows students to investigate the world after the Second World War and study the two emerging superpowers, the USA and the Soviet Union. Students will

focus on how particular events within the time period result in more tension between the two countries and the impacts that had on the world. As part of this breadth study, students will understand how ongoing tension and competition by countries with opposing ideologies of communism and capitalism deal with crises differently and how that impacts further tensions.

Section 2: The Normans 1066
20% of GCSE

- **Marks out of 32**

This topic allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, such as the economic, religious, political, social and cultural perspectives of this period.

Paper 3:
Weimar and Nazi Germany 1918-1939

- **30% of GCSE**
- **Marks: out of 52.**

This paper has a particular focus on the use of interpretations and sources. The students will look at the impacts of the First World War on Germany and investigate how its new democracy, the Weimar Republic, struggled to retain power against the growing powers of fascism, The students will investigate how Hitler and the Nazi party rose to power and the impacts of that dictatorship in Germany before the start of the Second World War.

What is different between Key Stage 3 and 4?

Students at Key Stage 3 will have been taught some of these topics but not in as much depth and breadth as is needed at GCSE as the level of knowledge needed is specific. Students will complete written assessments at regular intervals, in order to track their progress and inform intervention. Students will be expected to write in depth to show their knowledge and understanding of the historical periods they have studied, analyse and interpret sources and interpretations and revise well when learning multiple topics.

What next?

By studying History GCSE Students will develop skills in analysis, research, essay writing, communication, problem solving, and arguing for and against a point of view. Students considering A levels could go onto study English Literature, Languages, Media Studies, Law, Politics and Sociology. History GCSE can lead to careers in Law, Politics, Public Sector, Business, Marketing, Economics, Teaching, Business, Marketing and Archaeology.

iMEDIA (Vocational)

Specification: **OCR Cambridge National iMedia**

Vocational qualifications develop practical skills and knowledge related to an employment area, and are designed to help students learn in a practical way. They're offered in schools and colleges and can help get the skills needed to start a job, progress in a career or go on to higher levels of education. Vocational qualifications include classroom-based and practical activities, and are assessed usually by both written and practical coursework or exams.

Contact Teacher: Mrs Khan

Students must complete three units:

- **R093 Creative iMedia in the media industry (Exam) 40%**
- **R094 Visual identity and digital graphics (Coursework)**

Final unit from the following list

- **R095 Characters and comics**
- **R096 Animation with audio**
- **R097 Interactive digital media**
- **R098 Visual imaging**
- **R099 Digital games**

Unit R093: Creative iMedia in the media industry (Exam)

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 (Coursework)

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**

The 5 optional units are:

Unit R095: Characters and comics (Coursework)

This is assessed by completing a set assignment. In this unit you will learn how to plan, create and review comics which contain original characters. Topics include:

- Plan characters and comics
- Create characters and comics
- Review characters and comics

Unit R096: Animation and audio (Coursework)

In this unit you will learn how to plan, create and review animation with an audio soundtrack. Topics include:

- Plan animation with audio
- Create animation with audio
- Review animation with audio

Unit R097: Interactive digital media (Coursework)

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

Unit R098: Visual imaging (Coursework)

In this unit you will learn how to plan, create and review portfolios of visual imagery. Topics include:

- Plan visual imaging portfolios
- Create visual imaging portfolios
- Review visual imaging portfolios

Unit R099: Digital games (Coursework)

In this unit you will learn how to plan, create and review digital games. Topics include:

- Plan digital games
- Create digital games

- Review digital games

What next?

This course will help give you the opportunity to progress on to A Levels, a Cambridge Technical in Creative Media, an apprenticeship or university. Creative iMedia could be the first step of a career as a Games Developer, Comic Book Writer, Graphic Designer, and more.

MEDIA STUDIES (Vocational)

Examination Board: Eduqas

Staff Contact: Mrs Orchard

This course will appeal to students who want to have a deeper understanding of the world of media, including the study of newspapers and magazines, films and television and even video games. Please be aware that this subject is not the same as iMedia and does not work with coding or the use of computers.

The GCSE qualification in Media Studies requires students to:

- Develop their creative, analytical, research, and communication skills, through exploring a range of media forms and perspectives.
- Focus on how the media responds to social context and events around the world
- Watch a number of examples from the world of TV and Film, read and analyse magazine articles, newspaper front pages and print media.

Component 1A: Exploring the media language and representation

This unit looks at how the media through their forms, codes and conventions communicate meanings, how the media portray events, issues, individuals and social groups, how the media industries' processes of production, distribution and circulation affect media forms and platforms and how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves. In order to understand this you will look at a number of newspapers, magazines, adverts and film posters. Students will also spend the first half term understanding the different media theories needed to complete the course.

1B: Exploring media industries and audiences

In this unit students will begin to understand the key aspects of media industries, including ownership, funding, regulation, production, distribution and technology. The main focus for this unit is on the set products as examples of the related media industries and audiences such as newspapers, film, radio and video games. In order to understand this students will look at case studies for film studies (James Bond) Newspapers (The Sun) Video Games (Pokemon Go) and Radio (The Archers).

Component 2: Understanding media forms and products

This unit aims to give students a deeper knowledge and understanding of media language and representation, as well as extending their appreciation of the areas studied in units 1 and 2. In this unit students will study a TV Genre along with a number of music videos. Students will be able to analyse and compare how media products construct and communicate meanings and generate intended interpretations and

responses. In order to understand this unit students will spend time analysing and interpreting scenes from famous sitcoms and crime dramas, along with music videos from the 1980s and 2000s.

Component 3: Creating your own media product

In this component, students must apply their knowledge and understanding of media language and representation to an individual media production for an intended audience in response to a choice of briefs set by WJEC. Production briefs will always be set in the following media forms: television, magazines, film marketing and music marketing. The briefs will always specify the intended target audience, as well as other key requirements such as genre/style. Students will develop a response to their chosen brief by creating a production aimed at the specified intended audience. This unit will be assessed by a completion of a media product worth 30% of the final GCSE mark and will take place during the majority of teaching during Year 11.

- Students who are picking this subject will need to have a target grade of at least 4 in English language and be comfortable with writing longer pieces of analytical writing.
- Students who are picking this subject should already have a passion or interest in media studies and be comfortable with completing both written and practical tasks.

MODERN FOREIGN LANGUAGES: Spanish GCSE

Examination Board: AQA
Staff Contact: Miss Moorcroft

Studying a modern foreign language increases your future employability. The skills and rigour involved with studying languages are highly regarded by universities for various courses.

Learning Spanish will also enable you to enjoy a much wider range of books, films and songs in the language.

Importantly, it is part of the EBacc group of subjects that indicate you are an academic student suitable for many prestigious areas of higher education.

The GCSE qualification in Spanish requires students to:

- Develop the ability to listen to and understand spoken Spanish in a range of contexts
- Communicate in speech
- Read and respond to different types of written language
- Communicate in writing for a variety of purposes
- Understand and apply a range of vocabulary and structures.

Assessment AND Examinations

100% external assessment: Students will sit all their exams at the end of year 11 at either Foundation or Higher level. There are 4 exams graded 9-1

Unit 1: (25% of the total GCSE) Listening – understanding and responding to different types of spoken language

Unit 2: (25% of the total GCSE) Speaking – communication and interaction in the target language

Unit 3: (25% of the total GCSE) Reading – understanding and responding to different types of written language

Unit 4: (25% of the total GCSE) Writing – communication in writing in the target language.

Speaking, listening, reading and writing assessments will focus on 3 main themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment.

Students will be expected to spend time at home every week throughout the two year course: learning vocabulary; developing listening and reading skills through practice activities and exercises; practising speaking and pronunciation using online recording and completing regular writing tasks including translation activities to and from the target language.

Students will be expected to have studied Spanish at KS3 and assessment and content will build on the skills and language learnt in KS3, as well as introducing new topics and enhancing grammatical understanding.

Why Study Spanish?

There are over 572 million speakers of Spanish worldwide, making it the second most widely spoken language in the world. In speaking Spanish you will create greater opportunities for yourself to work abroad or for companies in the UK with international links.

If you enjoy communicating with other people, finding out how languages work and learning about different cultures, studying GCSE Spanish is an excellent choice for you. You will add an international dimension to your choice of GCSE subjects, which is something many future employers and higher education providers look for.

If you choose Spanish, the most widely spoken Romance language in the world, you will be learning valuable information and key skills that will help you broaden your knowledge of other languages as well as your own. The grammar that you will study as part of the Spanish course will also help you to improve your English skills.

Differences between Key Stage 3 and Key Stage 4

At Key Stage 3 you have been introduced to a range of topics throughout the three years, as well as basic vocabulary and grammar. At Key Stage 4 you will be expected to know how to form past, present and future tenses of regular and irregular verbs already and to learn each new grammar point as it is covered.

There is a wider range of topics to cover in the two years of the GCSE course and you will be expected to learn the new vocabulary as we go along, as well as developing the necessary skills to pass the exam. You will need to spend time at home every week improving your listening skills and to keep a record of what you have done to show your teacher. You will also need to reread texts covered in class and develop your comprehension skills.

PERFORMING ARTS TECHNICAL AWARD (Vocational)

Examination Board: AQA

Staff contact: Mrs Orchard

Why study Performing Arts?

Performing Arts qualifications create confident and critical performers. This qualification is for students who wish to develop applied knowledge and practical skills in the Performing Arts. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Performing Arts, Drama, Dance, Music, Media Studies, Film Studies, and Art & Design.

Students will study three mandatory units (one externally assessed and two internally assessed).

Unit 1: Unlocking creativity (internally assessed)

Students will be asked to come up with a performance idea based on guidance from a range of practitioner DVDs. Students will understand, plan and deliver the activities required to put on a successful performance including business planning and pitching. Students will produce a portfolio of research, planning and ideas to enable them to put on a performance. They will then go on to pitch this idea as a group to camera. A short extract of the performance idea will also be presented.

Unit 2: The production/performance (internally assessed)

Students will work towards producing a performance to an audience based on a list of five briefs. Students will choose one discipline from either a list of performance roles including acting, dancing, singing, instrumental musician, musical theatre, variety performance, pantomime, physical theatre and circus skills or a list of production roles including costume, set design, properties, make-up, lighting, sound, stage, original writing, directing, choreography, PR and film production.

Unit 3: The Performing Arts experience (externally assessed)

Students will draw on knowledge and understanding from units 1 and 2 and also from:

- Roles and responsibilities within the Performing Arts industry
- The role of Performing Arts in society
- Approaches to rehearsal
- Working as a deviser/performer/director
- Marketing and public relations
- Health and safety

- Design and technical elements.

What next?

The course will develop a variety of transferable skills including self-appraisal, evaluation, teamwork, leadership, research, presentation, communication and problem solving. These are skills that will stand any student in good stead for the future, irrespective of career path. Literacy and numeracy skills will be developed in addition to an increased awareness of the positive effects of performing and production.

RELIGIOUS STUDIES GCSE

Examination Board: AQA Specification A

Staff Contact: Miss Mahfooz

Beliefs and practises have a huge influence on individuals, communities and society as a whole. Religious and moral education engenders responsible attitudes to other people and this awareness and appreciation aims to assist in counteracting prejudice and intolerance in young people. The Religious Studies curriculum allows young people, growing up in a diverse society, to understand the views and opinions of people whose beliefs and values differ from their own. Religious studies develops the students' ability to express themselves in the appropriate manner, ready for their future and the world of work. The department's main objective is to provide enriching lessons and to develop awareness and appreciation of various religious perspectives, and the value of each individual in a diverse society. It is equally suitable for students of any or no religious persuasion.

The aim of this course:

- Students develop knowledge and understanding of religious beliefs, practises and teachings as well as non-religious beliefs
- Students explore challenging ideas and issues through discussion of religious and personal opinions
- Promote mutual respect, tolerance and understanding of different beliefs and communities
- The opportunity to investigate beliefs, practises and issues in a safe environment
- Research topical and up-to-date information from a variety of sources
- Promote diversity, inclusion and equality. Students should empathise and see complex issues, such as LGBTQ, from other people's perspectives and points of view

There will be two elements to the course:

1. **The study of religious beliefs, teachings and practises.** (50% of the course)
An in-depth study of the beliefs, teachings and practices of two world religions (Christianity and Islam).
2. **Thematic Studies** (50% of the course)
Four religious, philosophical and ethical themes:
 - Relationships and families (marriage, divorce, sexuality, types of families)
 - Religion and life (abortion, euthanasia, animal experimentation)
 - Religion, peace and conflict
 - Religion, crime and punishment

SCHEME OF ASSESSMENT

Assessment will be by 100% examination at the end of the two year course.

1. Study of Religious Beliefs 1hr 45mins (50% of total mark)
2. Thematic Studies 1hr 45mins (50% of total mark)

CAREER OPPORTUNITIES

Aspirational career pathways that link well with this subject include lawyers, teaching, journalism, police force and paramedics.

SPORTS SCIENCE STUDIES (Vocational)

Specification: OCR Cambridge National

Vocational qualifications develop practical skills and knowledge related to an employment area, and are designed to help students learn in a practical way. They're offered in schools and colleges and can help get the skills needed to start a job, progress in a career or go on to higher levels of education. Vocational qualifications include classroom-based and practical activities, and are assessed usually by both written and practical coursework or exams.

Contact Teacher: Miss Stuart

The Cambridge National in Sport Science helps students appreciate how Sport Science underpins sport at all levels. Students will learn about anatomy, physiology, injury prevention and improving personal fitness through appropriate training and diet.

Students will develop a range of skills through involvement in sport and physical activity in different contexts and roles:

- Develop their ability to apply theoretical knowledge to practical situations
- Gain a better understanding of the complexity of different areas of sport and the sports industry
- Increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.

This course is ideal for students intending to pursue any career within the sports industry e.g. Personal Trainer, Fitness Instructor, Recreational or Leisure Assistant, Sports Coach, Activity Leader, Coaching.

Programme of studies:

In year 10 students will complete two pieces of coursework. In year 11 students will complete the one written examination.

R180: Reducing the risk of sports injuries and dealing with common medical conditions Written Examination - 1 hour 15 min - 70 Marks

In this unit, students will learn how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring; prepare them to be able to react to common injuries that can occur during sport and physical activity and to recognise the symptoms of some common medical conditions.

R181: Applying the principles of training: fitness and how it affects skill performance - Written Coursework - 80 Marks

In this unit, students will learn how to conduct a range of fitness tests, what they test and their advantages and disadvantages. They will also learn how to design, plan and evaluate a fitness training programme. This will give them the background knowledge they need to be able to plan and deliver appropriate fitness tests, some of which will be adapted to suit the skills of the sporting activity. Students will then interpret the data collected from fitness tests and learn how best to feed this back so that participants can go on to make informed decisions about their fitness training.

Optional:

**R182: The body's response to physical activity and how technology informs this -
Written Coursework - 40 Marks**

In this unit, students will learn to understand how both the cardio-respiratory and musculoskeletal systems provide you with the energy and movements needed to keep you exercising and in turn how exercise helps develop both of these systems.

This course is graded Pass, Merit or Distinction

TRIPLE SCIENCE

Examination Board: **AQA**

Staff Contact: **Mr Coles**

*Triple Award Science

Why choose this course?

Are you passionate about Science? Do you want to work in a science related field for your career? If this is the case, then this is the course for you.

Triple Science allows students to study the 3 science disciplines as separate subjects; Biology, Chemistry and Physics. Students obtain 3 GCSE grades when completing the course and learn each of the sciences in much greater depth than in combined science. For example, in key concepts of Biology, students learn about the nervous system in combined science but in Triple Science the students also learn about the eye and how the brain works.

This course is suitable for students who wish to pursue careers in Medicine, Dentistry, Engineering and research scientists. The greater depth in content prepares students for A levels in the Sciences.

Programme of Study:

Biology

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

Chemistry

- 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

Physics

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

How will I be assessed?

- GCSE Biology (8461) - Biology 1 Biology 2
- GCSE Chemistry (8462) - Chemistry 1 Chemistry 2
- GCSE Physics (8463) - Physics 1 Physics 2

A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. Calculators may be used in the examination. Each individual Science subject; Biology, Chemistry and Physics is examined using 2 papers. Each paper has 3 components: data analysis, recall and application, and lasts 1 hour and 45 minutes. They are out of 100 marks and each paper is worth 50% of the GCSE. Papers can be sat at either a higher (grades 4-9) or foundation (grades 1-5) level.

Whatever career you are considering, taking triple science GCSE will set you up well for later life. Employers are crying out for candidates with science-based skills.

*Triple Science will be available to a selected cohort of students