



Hillcrest School

Key Stage 4

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WHAT WILL THE CURRICULUM LOOK LIKE?

There are a number of core subjects that the government requires all students to study, such as English, Mathematics, Science, Physical Education and Religious Education. Students also study French and either History or Geography.

In addition to the core, students make guided choices from a range of subjects including Art, Computing, Dance, Drama, Music, Business Studies and Design Technology. This ensures that we provide opportunities for different kinds of learning to suit the interests and abilities of individual students, whilst retaining a strong focus on academic subjects which will enable them to progress to further and higher education. We aim to give as many students as possible the opportunity to achieve the English Baccalaureate (EBacc) by the end of Year 11.

The EBacc is not a qualification in itself. It is a wrap-around award that recognises students' achievements across a core of selected subjects. Students would be expected to attain between grades 9 to 5 in English, Mathematics, Science, a Modern Foreign Language and either History or Geography.

The EBacc is highly regarded by colleges, sixth form, universities, other higher education institutions and employers. Therefore, this award would be advantageous to students who are intent on further study for an Undergraduate Degree or equivalent.

CURRICULUM ALLOCATIONS AT KEY STAGE 4

	Year 9	Year 10	Year 11
English	8 hours	8 hours	9 hours
Mathematics	8 hours	8 hours	9 hours
Science	10 hours	10 hours	10 hours
Physical Education	2 hours	2 hours	2 hours
Religious Education	2 hours	2 hours	NA
French	5 hours	5 hours	5 hours

NEW STYLE GCSE

The Government have introduced a programme of GCSE reform. Key features of the new GCSEs are:

- ❖ All GCSE exams will be studied in a linear format and be taken in **Summer 2020**.
- ❖ There will be a greater emphasis on spelling, punctuation and grammar.
- ❖ All GCSE courses are more rigorous, demanding and challenging.
- ❖ No tiered exam papers except in Mathematics, Science and Modern Foreign Languages.
- ❖ The grade scale for these new GCSEs now range from **9 to 1**, with 9 being the highest.

New GCSE Grade	Equivalent Traditional Grade
9	A**
8	A*
7	A
6	B
5	C
4	D
3	E
2	F
1	G

COURSE CONTENT

All students study this core subject, which leads to a GCSE qualification graded 9 (highest) to 1 (lowest); students' certificates will also be endorsed with a three—tiered grade (Pass, Merit and Distinction) to reflect their ability to speak formally in spoken language.

Component 1 - 20th Century Literature Reading and Creative Prose Writing

Section A (20%) - Reading: Understanding of one extract (about 60-100 lines) of literature from the C20th. Structured questions.

Section B (20%) - Prose Writing. One creative writing task selected from a choice of four titles.

Component 2 - 19th and 21st Century Non-fiction Reading and Transactional/Persuasive Writing

Section A (30%) - Reading: Understanding of two extracts (about 900-1200 words) of high quality non-fiction writing, one from C19th and one from C21st. Structured questions.

Section B (30%) - Writing: Two compulsory transactional/persuasive writing tasks.

Component 3 - Spoken Language: A formal speech, including responses to questions and feedback.

ASSESSMENT DETAILS

Linear: all examinations take place at the end of the Year 11 course. The qualification is graded 9-1. Spoken Language is a compulsory component but does not contribute to the overall grade. Sentence structure, punctuation, spelling and vocabulary carry a heavy weighting (20% of qualification).

Examinations:

Paper 1 (Assesses Component 1): 1 hour, 45 minutes (40% of total qualification)

Paper 2 (Assesses Component 2): 2 hours (60 % of total qualification)

Non-examination Assessment: Spoken language (unweighted but separately endorsed as P, M or D)

WHY STUDY THIS COURSE?

The study of English Language is essential for the future career prospects of all students. The government's recent emphasis on academic rigour and the importance of the traditional subjects means this is more important than ever for students.

Language interrogation encourages enquiring minds to supports study across the curriculum.

A hugely diverse range of careers follow the study of English, including writing, journalism, teaching and research.

High profile graduates include: Oprah Winfrey (Broadcaster, Writer & CEO), J K Rowling (Author), Judy Finnegan (Presenter, Author & national Book Club director), Vanessa Feltz (Broadcaster and Journalist), Stephen Spielberg (Film Director) and Vin Diesel (Actor) to name but a few!



COURSE CONTENT

Almost all students study this academic subject, which leads to a GCSE qualification graded 9 (highest) to 1. A small number of students following Pathway 3 focus on achievement in English Language only.

Component 1 - Shakespeare and Poetry

Section A - Shakespeare (20%): one extract and one essay question based on the reading of a whole Shakespeare play.

Section B - Poetry from 1789-present day (20%): two questions (poems from an anthology, one of which involves comparison).

Component 2 - Post-1914 Prose/Drama, C19th Prose and Unseen Poetry

Section A - Post-1914 prose/drama (20%): One, source-based question on a whole post-1914 Prose or Drama text studied.

Section B - C19th Prose (20%): One, sourced-based question on a whole C19th text studied.

Section C - Unseen poetry from the C20th/21st (20%): Two questions on unseen poems, one of which involved comparison.

ASSESSMENT DETAILS

Assessment is by end of course, linear examinations. There is no non-examination assessment and all examinations are closed-book. Marks are included for accurate spelling, punctuation and grammar (5% of qualification).

Examinations:

Paper 1: Component 1 - 2 hours (40% of qualification)

Paper 2: Component 2 - 2 hours, 30 minutes (60% of qualification)

WHY STUDY THIS COURSE?

The study of English Language is essential for the future career prospects of all students. The government's recent emphasis on academic rigour and the importance of the traditional subjects means this is more important than ever for students.

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COURSE CONTENT

Mathematics is a core subject and must be taken by all students at the tier most appropriate to their ability and target. In the course, you will continue to study the four areas of Mathematics: number and algebra; geometry; statistics; and probability; and using/applying these techniques.

You will need your own scientific calculator to use throughout the course. It is important that you know how it works and when you should be using it. In the examinations, you are not allowed to ask for help with this, so it's important you have plenty of practice beforehand.

For students wishing to take GCE ('A' level) Mathematics, achieving at least a high grade 7 on the higher tier is essential, since only those students who achieving at this level are likely to succeed at this subject at 'A' level ('A' level students will need to be algebraically fluent and confident with trigonometry as well as transforming graphs, for example.)

ASSESSMENT DETAILS

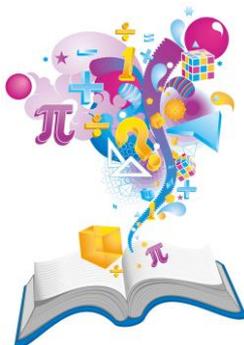
Assessment is by three written equally weighted examinations. Paper 1 is non-calculator. Papers 2 and 3 are with a calculator.

These papers are each out of 80.

The marks are added together to decide your overall grade. At foundation tier, grades 1 – 5 may be awarded. At higher tier, 9- 4 are available. Students will be expected to take their GCSE in the summer of year 11.

WHY STUDY THIS COURSE?

Maths is useful for many careers and it is a requirement of almost all further and higher education courses, which require a pass at Grade 5 or above. People enjoy the interest, challenge and clarity of Mathematics, and the fact that they know when they are right. Finding a solution to a problem can be exciting and satisfying. Those who qualify in Mathematics are in the fortunate position of having a wide range of career choices. This Mathematics course will vastly improve the students' abilities and confidence in thinking logically; formulating and solving problems; making deductions from qualified assumptions; and using more advanced mathematical concepts to achieve goals.



COURSE CONTENT

All students are expected to study for the Double Award Science qualification, unless they have chosen the Triple Award course and met the entry criteria for it. Students complete the AQA GCSE Combined Science: Synergy course over years 9, 10 & 11. Award: AQA GCSE Combined Science at grades 9 – 1

ASSESSMENT DETAILS

In June of year 11 four papers will be taken. Each paper is a written exam of 1 hour 45 minutes duration with Foundation and Higher tiers and is worth 100 marks making 25% of the GCSE.

Paper 1 & 2: Life and environmental sciences

Topics: 1: Building blocks; 2: Transport over larger distances; 3: Interactions with the environment; 4: Explaining change

Paper 3 & 4: Physical sciences

Topics: 5: Building blocks for understanding; 6: Interactions over small and large distances; 7: Movement and interactions; 8: Guiding Spaceship Earth towards a sustainable future.

Paper 1 & 3:

Multiple choice, structured, closed and open short answer questions, with emphasis on knowledge and application (AO1 and AO2).

Paper 2 & 4:

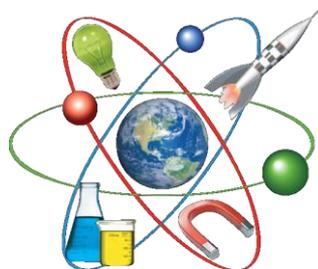
Short and extended open response questions, with emphasis on working scientifically, practical skills and evaluation (AO2 and AO3). There will be some marks for multiple choice and closed questions.

WHY STUDY THIS COURSE?

Preparing students thoroughly to progress to 'A' level studies in any of the three science disciplines. It is therefore an ideal qualification for anyone considering a career which requires science at 'A' Level.

GCSE Double Award Science is also a valuable stand-alone qualification.

Students who have successfully achieved high grades in Double Award Science could enter employment in laboratory work or use the qualification to access other progression routes to higher education.



COURSE CONTENT

All students will follow a core Physical Education programme which follows National Curriculum guidelines. Students will have 2 lessons over the two week timetable. All lessons will be practical.

The course develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. Students develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them.

The course helps students to make informed choices about lifelong physical activity.

ASSESSMENT DETAILS

These are the essential skills and processes in physical education that students need to learn to make progress:

- Developing skills in physical activity.
- Making and applying decisions.
- Developing physical and mental capacity.
- Evaluating and improving.
- Making informed choices about healthy, active lifestyles.

Students' progress will be assessed according to Key Stage 4 practical criteria.

WHY STUDY THIS COURSE?

Maintaining and improving areas of fitness, trying new activities and improving knowledge of the sport's world.

The world of sport is a big business with many different careers and opportunities available ranging from coaching, physiotherapy, sports development, police, sports fashion, sports management and sports business, to name but a few.

Students interested in physiotherapy and sports-related careers can undertake a BTEC Level 3 Sport qualification post-16.

This is an exciting area with a range of opportunities following on from The Olympics in London 2012.



COURSE CONTENT

As all students are required to learn Religious Education in school up until KS4, your daughter will receive one hour per week of Religion and Ethics until the end of year 10.

In year 9, students learn about the Philosophy of Religion for the first term, looking at big questions such as creation, Good and Evil and the afterlife. The spring term, work is on the Holocaust which coincides with the national memorial days of this tragic event. The summer term is when the students start learning Religion and Ethics which they will continue to learn until the end of year 10. All of the ethical topics have a varied approach to the learning from a Christian, Islamic and secular viewpoint.

In Religious Education, we are passionate about teaching social moral cultural and spiritual values which will enable students to understand and explore ethical issues such as religious attitudes to medical ethics, the elderly and death, crime and punishment, the rich and poor, drug abuse, animal rights and human relationships.

ASSESSMENT DETAILS

As there is no formal examination at the end of the course, the assessments will be varied. They will be designed to facilitate many skills that the students will need to be accomplished in other areas. The students will have the opportunity to engage with examiner style questions, as well as practising skills that will be vital for them to achieve success in other subjects across the curriculum – description, evaluation, analysis and written communication.

WHY STUDY THIS COURSE?

Religious education is important because it equips students with cultural, social, moral and spiritual knowledge that aids in mental and physical development within society. The lessons learned in religious education prepare students for responsibilities, experiences and opportunities later in life as well as giving students a platform to become practiced in the skills needed to be successful in their GCSE's and beyond. Skills such as:

- * The ability to interpret different opinions and have the confidence to apply your own personal view point's
- * The ability to understand the meaning of complex written documents and analyse them
- * Organisational and time management skills with regards to team work
- * Communication skills, written and verbal
- * Writing in paragraphs including evidence and examples
- * The ability to construct a reasoned argument
- * Empathy and the ability to understand people and take on board others' views
- * Independence of mind and the ability to think for yourself



COURSE CONTENT

GCSE French continues to build on what you have learned at KS3. You will continue to develop your listening, reading, speaking, writing and translation skills so that you can communicate more fluently and effectively. You will develop your ability to speak spontaneously, understand authentic texts including literary texts, translate into French and English and apply new language and structures independently.

The following topics are studied:

- Identity and culture.
- Local area, holiday and travel.
- School.
- Future aspirations, study and work.
- International and global issues and events.

ASSESSMENT DETAILS

Examinations can be taken at Higher or Foundation level. You must take the same level in all papers.

There are 4 papers: Listening, Reading, Speaking and Writing.

Each paper is worth 25% of the total grade.

WHY STUDY THIS COURSE?

Developing your communication skills in both French and English, becoming an independent learner and learning about other cultures. Linguists are highly valued in almost every career as every company requires articulate employees with good communication skills. In addition, most companies work with organisations abroad and / or speakers of other languages in this country. Languages are particularly useful in Business, Management, Law, Marketing, Administration, Medical careers and Journalism. Britain has a national shortage of employees at all levels with language skills.

Please note: Universities are increasingly insisting on a GCSE in a language as an entry requirement. Languages are compulsory in primary schools and, therefore, an essential skill for anyone considering such a career. You must study French at GCSE if you want to study it at 'A' Level



COURSE CONTENT

In order to qualify for Triple Award Science, students must attain a Science score of 48 or more in their final Key Stage 3 assessments. By choosing the Triple Award Science option, students undertake extra lessons of science each week in order to complete the extra Biology, Chemistry and Physics content for the award of three separate GCSEs. The course is completed over years 9, 10 & 11.

Award: AQA GCSE in Biology, Chemistry & Physics

ASSESSMENT DETAILS:

In June of year 11 six papers will be taken, two in each of Biology, Physics & Chemistry. Each paper is a written exam of 1 hour 45 minutes duration with Foundation and Higher tiers and is worth 100 marks making 50% of the GCSE in that Science. The papers consist of multiple choice, structured, closed short answer and open response questions.

BIOLOGY:

Paper 1: Cell biology 2: Organisation 3: Infection and response 4: Bioenergetics

Paper 2: Homeostasis and response 6: Inheritance, variation and evolution 7: Ecology

CHEMISTRY:

Paper 1: Atomic structure and the periodic table 2: Bonding, structure, and the properties of matter
Quantitative chemistry 4: Chemical changes and Energy changes.

Paper 2: 6: The rate and extent of chemical change 7: Organic chemistry 8: Chemical analysis 9: Chemistry of the atmosphere and Using resources.

PHYSICS:

Paper 1: Energy 2: Electricity 3: Particle model of matter 4: Atomic structure

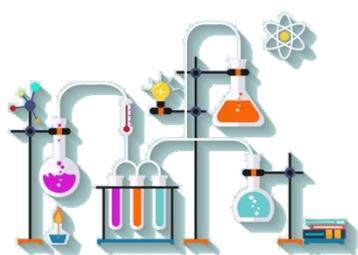
Paper 2: Forces 2: Waves 3: Magnetism and electromagnetism 4: Space physics

WHY STUDY THIS COURSE?

Preparing students thoroughly to progress to A Level studies in any of the three science disciplines. It is therefore an ideal qualification for anyone considering a career which requires science at A level.

GCSE Triple Award Science is also a valuable stand-alone qualification.

Students who have successfully achieved high grades in Triple Award Science could enter employment in laboratory work or use the qualification to access other progression routes to higher education.



COURSE CONTENT

GCSE History enables students to build on the key Historical skills and processes learnt during their Key Stage 3 study. There are five elements of study; a thematic study, a period study, a British depth study, a wider world depth study and a study of the historic environment.

Students embark on a study of health and medicine in Britain for their thematic study: developments in health and medicine will be traced over a period of more than 1000 years. The wider world depth study is Germany 1890-1945: this study takes Germany through three very different periods in history – monarchy, democracy and dictatorship.

Next, students will study the reign of King Edward I for their British depth study, along with a study of a historic site linked to Edward's reign. Finally, students will study international relations in the period between the two World Wars. This includes efforts to keep peace throughout the world and the eventual build-up of tension and outbreak of the Second World War.

ASSESSMENT DETAILS

The assessment for GCSE History takes place in two examinations at the end of Year 11. Different historical skills are tested in each paper. Each paper is worth 50% of the GCSE.

Paper 1: Germany 1890-1945 and the Interwar Conflict and Tension 1918-1945

Paper 2: Health and the People c.1000-present and the Reign of Edward I 1272-1307

The assessments test the following assessment objectives:

AO1: ability to recall knowledge and understanding

AO2: ability to explain concepts like cause and consequence, change and continuity, and significance

AO3: ability to analyse sources

AO4: ability to analyse historical interpretations

WHY STUDY THIS COURSE?

In history you will learn about people, countries, cultures and societies – you will learn about a huge range of people and societies from medieval kings to 20th century dictators and everything in between. You will learn to sift through information and present what you've learnt in a way that makes sense to other people.

Furthermore, History uses a number of key skills such as chronological thinking, comprehension, analysis and interpretation, research skills and decision making. These skills will help you with other subjects, as well as leading on to a wide range of opportunities for your education and career options after your GCSEs.



Geography is the study of the earth, our place in the world, and the pressing challenges that we face. At GCSE, you will study a range of human and physical aspects of geography, as well as learning a range of skills. You will also have the opportunity to take part in both human and physical fieldwork.

The main topics covered are:

Physical (Exam paper 1 – 1 hour 30 minutes, 35%)

- Challenge of natural hazards (earthquakes, volcanoes, hurricanes, weather and climate change)
- Physical landscapes in the UK (rivers and coasts)
- The living world (rainforests and deserts)

Human (Exam paper 2 - 1 hour 30 minutes, 35%)

- Urban issues and challenges (population growth and cities)
- The changing economic world (economic challenges including inequality and development)
- The challenge of resource management (food, water and energy)

Geographical applications (Exam paper 3 – 1 hour, 30%)

- Issue evaluation (bringing together both human and physical geography)
- Fieldwork investigations (both human and physical)
- Geographical skills

WHY STUDY THIS COURSE?

Geography is vital to our understanding of the world around us. Through geography, we study many of the greatest challenges that we face in the future, including climate change, conflict over resources, crowded cities, natural disasters, deforestation, and a wide range of other issues. Not only do we aim to understand the problems, we also try to find solutions that will help us to meet the needs of the future as well as the needs of today.

Geography is an excellent choice for employment. A few examples of career options are shown below.

Volcanologist	Transport planner	Environmental consultant
Recycling officer	Architect	Town planner
Cartographer (working with maps)	International aid worker	Travel writer
Disaster response	Geographical information systems	Holiday companies
Resource management	Conservation	Teaching



COURSE CONTENT

Students may choose the Philosophy and Ethics full course GCSE which is an extension of the core Religious Studies subject. During this course Christianity and Islam will be examined according to the Philosophy and Ethics topics specified below. Students undertaking the course should be able to explore the significance and impact of religions and support their answers with reference to the teachings, sacred texts, beliefs and attitudes of the faiths where appropriate. Students should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy and ethical teachings. They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally, whilst realising that these particular aspects may vary in significance between religions and communities. Students will study all the components below:

Beliefs, Teachings & Practices

Students are required to study two religions: Christianity and Islam.

Religion, philosophy and ethics in the modern world from a religious perspective

Students are required to study this from the perspective of either Christianity or Islam.

There are four themes to be studied:

- Relationships and families
- The existence of God, gods and the ultimate reality
- Religion, peace and conflict
- Dialogue between religious and non-religious beliefs and attitudes

ASSESSMENT DETAILS

Students will take two one-hour examinations on a study of each religion (63 marks each), together with a two-hour paper on the second theme, Religion, philosophy and ethics (126 marks).

Students must be able to show knowledge and understanding, as well evaluation and discussion skills.

WHY STUDY THIS COURSE?

Enabling students to develop transferable skills for work, learning and life. Personal beliefs are not important, as long as students have an open mind. Students' opinions are encouraged and welcomed!

Philosophy and Ethics is a qualification which is valued by all universities and respected by a wide range of employers.

Students who have successfully studied A-level Philosophy & Ethics develop skills, such as reasoning and evaluation, which are valued in careers such as teaching, social work, youth work, the Civil Service, counselling and journalism.



COURSE CONTENT

The Art and Design course is aimed at students who enjoy Art and want to explore ideas to improve their skills within the subject. The course is made up of a variety of skills, techniques and processes. Students' skills will be developed through the start of the course, building up a bank of skills during year 9. This will then lead into portfolio projects in year 10, where students will be able to demonstrate their skills within Art and Design. In year 11 students will prepare for the art examination, which will be taken near the end of the spring term.

Skills and techniques that students will explore include printmaking, ceramics, drawing, painting, mixed media work and 3D work. Embedded in all of these skills are the links to contextual references and different cultures; work can also be influenced by students' own interests. A key skill that is developed is learning to look at the world differently and finding alternative ways to reach conclusions to a piece of work.

ASSESSMENT DETAILS

Students will be assessed in two ways for the final GCSE grade. The first is via a portfolio project. Students will build a body of work based on a theme given by their art teacher. This will then result in a full portfolio of work that is assessed by the teacher and then externally moderated.

The second form of assessment is via an externally set examination task. Students will be given an examination paper by the examination board and have to prepare for it during the spring term of year 11. They will then complete their final piece under examination conditions.

WHY STUDY THIS COURSE?

Students should consider Art and Design if they are considering any career in the creative industry. These include, but are not limited to illustration, graphic design, theatre design, film production, magazine publishing, book publishing, journalism, product design, animation, interior design and fine art.

Art is also a course that encourages students to think in different ways – often making them more able to deal with different situations in a more creative way and is, therefore a highly suitable course for most career paths.



COURSE CONTENT

Over the 3 year course you will:

Understand Drama: Explore different genres, understand performance conventions, understand how meaning is communicated to an audience, use appropriate drama terminology, understand how plays are constructed, explore drama in a social, cultural and historical context.

Perform Drama: Improvise, create a role, remain in a role, develop performance skills, perform scripted plays, and respond to direction.

Devise Drama: Work collaboratively and creatively, establish a dramatic intention, develop a dramatic intention, develop reflective and evaluative skills.

ASSESSMENT DETAILS

Practical (60%)

Component 1 – Devising

40% of the qualification – 60 marks

Create, develop and perform a devised piece from a stimulus. Analyse and evaluate the devising process and the performance.

Component 2 – Performance from Text

20% of the qualification – 48 marks

Two separate performances from a script covering two key extracts.

Written Exam (40%)

Component 3 – Theatre Makers in Practice

Written examination: 1 hour 30 mins (40% of the qualification – 60 marks)

Section A – Bringing Texts to Life – 45 marks

This section consists of one question broken into six parts (short and extended responses) based on an unseen extract from the chosen performance text.

Section B – Live Theatre Evaluation – 15 marks

This section consists of two questions requiring you to analyse and evaluate a live theatre performance they have seen. Students are allowed to take in theatre evaluation notes up to 500 words.

WHY STUDY THIS COURSE?

Students who enjoy performing as they will develop both expressive and physical skills in a range of dramatic genres. Students who enjoy working with others and developing transferable skills such as communication skills, organisation skills, analytical skills and problem-solving skills. Students who may want to work in the Performing Arts business as they will gain insight into Arts Administration, Theatre Production and Theatrical Supplies. Leading on to AS/A2 and BTEC courses at KS5 within the Oaks Collegiate.



COURSE CONTENT

This is a creative course which focusses on practical cooking skills to ensure students develop a clear understanding of nutrition, food provenance and the working characteristics of food materials.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Students will make a wide selection of food products and also participate in Investigational activities.

ASSESSMENT DETAILS

Written Examination – 50%

Non –exam assessment- 50%

Task 1 Food Investigation

Task 2 Food preparation assessment

WHY STUDY THIS COURSE?

A career in the food industry due to the students' extensive knowledge and skill in food development and production.

A career in the Health services due to the students' ability to plan and prepare healthy food products for specific target groups. Leading on to AS/A2/ BTEC National courses and apprenticeships at Key Stage 5.



COURSE CONTENT

Component 01: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation.

Programming Project

Students use OCR Programming Project tasks to develop their practical ability in the skills developed in components 01 and 02. They will have the opportunity to define success criteria from a given problem, and then create suitable algorithms to achieve the success criteria. Students then code their solutions in a suitable programming language, and check its functionality using a suitable and documented test plan. Finally, they will evaluate the success of their solution and reflect on potential developments for the future. Students will be offered 20 hours timetabled time to complete their Programming Project. The Programming Project does not count towards the final grade, but is a requirement of the course

ASSESSMENT DETAILS

The assessment for Computing will take place in 2 examinations and 1 controlled assessment at the end of Year 11.

- Written exam Computer systems (01) 80 marks paper for 1 hour and 30 minutes. Worth 50% of the overall grade.
- Written paper Computational thinking, algorithms and programming (02) 80 marks 1 hour and 30 minutes. Worth 50% of the overall grade.
- Controlled Assessment Programming project (03/04) Totalling 20 hours.

WHY STUDY THIS COURSE?

The course provides excellent preparation for higher study and employment in the field of Computer Science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in Computing and who then progress to study the subject at A Level or university will have an advantage over their peers who are picking up the subject at these levels.



COURSE CONTENT

Psychology is the study of brains and behaviour. The human brain is the most complex system on Earth and, in GCSE Psychology, you will gain insights into how it works. What causes us to think and act the way we do? How do the processes in the brain work? Take GCSE Psychology to find some answers to these questions.

ASSESSMENT DETAILS

Unit 1: Cognition and behaviour

- Memory: how does memory work? How are our memories processed and stored?
- Perception: how do we perceive and take in the world around us?
- Development: how do children develop? How do they form relationships? What impact do early experiences have in the rest of our lives?
- Research methods: how have psychologists researched behaviour?

Unit 2: Social context and behaviour

- Social influence: how are our thoughts and behaviour influenced by the people around us?
- Language, thought and communication: how do we communicate with each other?
- Brain and neuropsychology: how do the processes in the brain work?

WHY STUDY THIS COURSE?

In GCSE Psychology, you will sit two examinations at the end of Year 11 - one for Unit 1 and one for Unit 2. In both examinations, there is a mixture of multiple choice, short answer and extended writing questions.



COURSE CONTENT

There are a variety of different units which include;

1. Business in the real world
2. Influences on business
3. Business operations
4. Human resources
5. Marketing
6. Finance

Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour.

Students will apply their knowledge and understanding to business decision making including:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making
- how different business contexts affect business decisions

ASSESSMENT DETAILS

The assessment for Business Studies will take place in two examinations at the end of Year 11.

- Written exam - Influences of operations and HRM on business activity. Worth 50% of the overall grade.
- Written exam - Influences of marketing and finance on business activity. Worth 50% of the overall grade.

WHY STUDY THIS COURSE?

It is the perfect grounding for further study of both A Level Economics and A- level Business Studies as well as other related A Levels such as Law and Accountancy. It is useful if you are interested in careers such as accountancy, banking, marketing, retail management, human resources and market research.



COURSE CONTENT

This qualification prepares pupils by developing an in depth knowledge of textile based materials and their practical use within the fashion and Textiles industries. They will have the opportunity to develop skills in producing samples, prototypes and finished products as well as skills required to present work in sketch books and portfolios. They will learn to apply technical and practical expertise to ensure that the product is fit for purpose. There will be the opportunity to use traditional skills as well as modern technologies. Pupils will also gain an understanding of commercial practice and potential career opportunities in the fashion and textiles industries. The skills and knowledge gained will allow pupils to progress to a wide range of courses in both general and vocational qualifications. It is a particularly good preparation for A-level Art and Design Textiles and all related Level 3 vocational Art and Fashion and Textile qualifications. Pupils will also develop valuable transferable skills in teamwork and communication that will be of value to them no matter what career they choose to follow.

ASSESSMENT DETAILS

This course is assessed through three units, all following a contemporary textiles pathway.

- Unit 1: Students create a proposal in response to a brief. External assessment with a 2 hour exam in March of Yr11. Worth 25%
- Unit 2: Students complete an outcome in response to a brief. This is worth 25%. Internal assessment.
- Unit 3: Students are assessed on the production of a skills development project and portfolio. This is worth 50%.

WHY STUDY THIS COURSE?

Studying textile design enables you to develop a range of subject-specific skills, in areas such as:

- mixed media;
- printed textiles;
- embroidery;
- surface design;
- Textile retail management.

You will also gain a number of transferable skills that are sought after by many employers, including: work independently, set goals, manage your own workload and meet deadlines.



COURSE CONTENT

The course consists of four units, two compulsory and two optional.

Compulsory Units:

- Fitness for sport and exercise;
- Practical Sport.

Practical activities include netball, badminton, rounder's, fitness tests, training methods, dodge ball plus more.

Optional Units:

Two optional units are selected from a range including: leading sports performance; training for personal fitness; the mind and sports performance; sports performance in action.

ASSESSMENT DETAILS

75% of units are internally assessed against specified criteria and a unit grade can be awarded at Pass, Merit or Distinction.

Assessment will take many forms, including practical, written and presentational work. 25% of units are assessed externally through online testing.

WHY STUDY THIS COURSE?

Maintaining and improving areas of fitness, trying new activities and improving knowledge of the sports world. The BTEC framework enables students to develop and apply their literacy and numeracy skills through the course.

The world of sport is a big business with many different careers and opportunities available ranging from coaching, physiotherapy, sports development, police, sports fashion, sports management, sports business to name but a few.

BTEC sport shows employers and further education institutions that students have the ability to learn and apply theoretical applications to a practical setting whilst developing all the key characteristics needed in today's working environment, such as team work, communication and inter personal skills.

Progressing to any course at key stage 5 and moving into a profession in the sport, leisure or recreation industries. Progression onto Level 3 study (AS/A2 or BTEC National). Students will develop confidence, self-esteem, team spirit, skills and techniques.



COURSE CONTENT

The Music Industry is a big business and offers a huge range of opportunities in many different careers ranging from Music therapy, Live Performance, Music Technology, Transcription, Songwriting, Orchestral Musician, Production and many more.

This course has two pathways, the performance pathway and the creation pathway. The course consists of five units, two units are compulsory, three units are pathway specific.

Compulsory Units:

- Self-Promotion in the Music Industry: This unit focusses on how to market yourself as a musician.
- Music Project: Manage the planning, delivery and promotion of a music product. Focus on target audiences and look at promotion and engagement of audiences.

Performance Pathway Units:

- Exploring Music Performance (Mandatory)
- Music Performance (Mandatory)

The choice of one of the following units: Audition Skills, Music Performance Session Styles, Creating Music Through Performance and Staging a Live Music Event.

Creation Pathway Units:

- Exploring Music Creation (Mandatory)
- Creating Music (Mandatory)

The choice of one of the following units: Remixing Music, Creating Music for Media Products, Arranging Music and Practical Music Theory

ASSESSMENT DETAILS

80% of units are internally assessed against specified criteria and a unit grade can be awarded at Pass, Merit or Distinction. Assessments will be practical based and accompanied with complimentary logbooks. 20% of units are marked externally.

WHY STUDY THIS COURSE?

This course is for students who wish to develop their performance and compositional skills, understand the business of the Music Industry and increase their scope as a professional musician. However, this course opens doors to a wide range of careers both within and outside the arts boasting an array of desirable transferable skills such as:

- Learning to think creatively and engage with critical thinking. This teaches problem solving and thinking outside the box, realising that there may be more than one right answer.
- Public performance or public speaking. Performing a musical piece can bring fear and anxiety. Doing so teaches students how to take risks and deal with fear. Performing can raise self-esteem, communication skills and a greater confidence.
- Management or leadership skills. Organising an ensemble teaches team work, time management, organisational skills and the ability to utilise resources effectively.



COURSE CONTENT

You will complete 3 units: Exploring the Performing Arts;
Developing Skills and Techniques in the Performing Arts
Performing to a Brief.

You will learn, rehearse and perform several studies in a range of styles such as jazz, contemporary, street, ballet and musical theatre. You will focus on developing a strong technique with sound expressive skills. You will log your own progress, set personal targets and review your work regularly through written evaluations and also video diary recordings. You will also create your own choreography through exploring professional works and experimenting with a range of stimuli as starting points. You will refine this to performance standard and present your work along with a brief programme note. A love of performing to an audience is a must for this course as it is 90% practically based.

ASSESSMENT DETAILS

Component 1 – Exploring the Performing Arts:

Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance.

Component 2 – Developing Skills and Techniques in the Performing Arts:

Learners will develop their performing arts skills and techniques through the reproduction of Dance repertoire.

Component 3 – Performing to a Brief:

Learners will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus.

WHY STUDY THIS COURSE?

Students who wish to explore a variety of dance styles, study professional works and gain a strong technical grounding with lots of opportunities to perform. This course builds underpinning knowledge of specific skills in Dance performance and Appreciation such as analysing and evaluating. Students can consider progression to Level 3 BTEC Dance offered within the Oaks Collegiate. Students will gain many transferable skills such as communication skills, organisational skills, problem-solving skills and the ability to understand the creative process. Students who study Dance at Level 2 may be interested in careers in teaching, arts therapies, theatre production, sports science, physiotherapy and art and design.

