



Year 9 Guided Choices Information

for students and parents

Name:

Tutor Group:

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Dear Students and Parents,

I am delighted to welcome you to our KS4 Options Booklet. This is an important term as you will be making decisions about which key stage 4 courses to study from Year 10. This booklet is designed to support you through this process.

Timeline for process

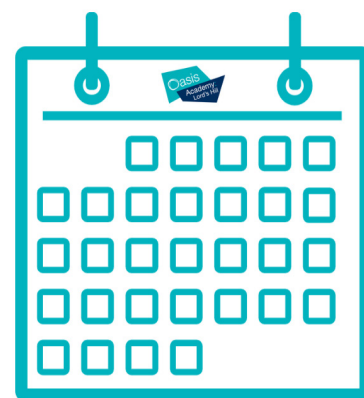
Monday 20 March: Guided Choices assembly to introduce you to the process

Tuesday 21 March: Guided Choices subject assemblies - Introduction to subjects offered

Wednesday 22 March - Thursday 23 March: Work in your tutor lessons to complete this booklet

Thursday 23 March: Year 9 Guided Choices evening for parents and students (16:00-19:00)

Summer Term (first half-term): 1:1 Guided Choices Interviews begin with a member of the Academy Leadership Team



At Oasis Academy Lord's Hill our curriculum is designed to provide all students with a broad, balanced, differentiated and ambitious curriculum which allows each student to achieve their potential and prepares them for the opportunities of adult life.

The compulsory subjects that all students will study in Years 10 and 11 are:

- GCSE English Language and Literature (4 hours per week)
- GCSE Mathematics (4 hours per week)
- GCSE Combined Science (4 hours per week; some students will opt for Triple Science)
- Core Physical Education (1 hour per week)
- Core Religious Education (1 hour per week on a carousel)
- Personal Development, Relationships and Sex Education (RSE) (within tutor lessons)
- Careers Guidance and preparing for the future

We have taken great care to ensure that you have as much information and support as possible during this process, so please do take the time to consider your choices carefully.

Dr. K. Riding
Vice Principal

Pathway 1 Option Blocks

9A French 1 - Mrs Lea and 9B French 1 - Mr Lucas

Pathway 1: Students in Pathway 1 need to study both GCSE French and GCSE History or Geography to study the English Baccalaureate.

Place a 1 by your first choice option
Place a 2 by your reserve choice option

Option A		Option B		Option C		Option D	
GCSE French		GCSE Geography		BTEC Music		GCSE Triple Science	
		GCSE History		GCSE Food and Nutrition		GCSE Art & Design (Fine Art)	
				GCSE 3D Design		BTEC Sport	
				GCSE Photography		GCSE Photography	
				GCSE Religious Studies		GCSE History	
				GCSE Computer Science		GCSE Food & Nutrition	
				BTEC Health and Social Care		BTEC Performing Arts (Acting)	
				GCSE Dance			

Pathway 2 Option Blocks

9A French 2 - Mr Lucas and 9B French 2 - Mrs Lea

Pathway 2: Students in Pathway 2 are strongly advised to study both GCSE French and GCSE History or Geography to study the English Baccalaureate.

Place a 1 by your first choice option
Place a 2 by your reserve choice option

Option A		Option B		Option C		Option D	
GCSE French		GCSE Geography		BTEC Music		GCSE Triple Science	
GCSE Geography		GCSE History		GCSE Food and Nutrition		GCSE Art & Design (Fine Art)	
GCSE History		BTEC Sport		GCSE 3D Design		BTEC Sport	
(GCSE Geography or History must be one of the options in Block A or B)		BTEC Health and Social Care		GCSE Photography		GCSE Photography	
				GCSE Religious Studies		GCSE History	
				GCSE Computer Science		GCSE Food & Nutrition	
				BTEC Health and Social Care		BTEC Performing Arts (Acting)	
				GCSE Dance			

Pathway 3 Option Blocks

9A French 3 and 9B French 3 - Mr Jolley

Place a 1 by your first choice option
Place a 2 by your reserve choice option

Option A		Option B		Option C		Option D	
GCSE French		GCSE Geography		BTEC Music		GCSE Triple Science	
GCSE Geography		GCSE History		GCSE Food and Nutrition		GCSE Art & Design (Fine Art)	
GCSE History		BTEC Sport		GCSE 3D Design		BTEC Sport	
(GCSE Geography or History must be one of the options in Block A or B)		BTEC Health and Social Care		GCSE Photography		GCSE Photography	
				GCSE Religious Studies		GCSE History	
				GCSE Computer Science		GCSE Food & Nutrition	
				BTEC Health and Social Care		BTEC Performing Arts (Acting)	
				GCSE Dance			

Viability of option groups

If we have insufficient numbers opting for a subject, it may not go ahead and therefore we will take a students' reserve choice to place them into an alternative. All course details in this booklet are accurate at the time of publication. Sometimes examination boards make changes to courses which we have to adhere to. Students and parents will be notified in these instances.

English as a Foreign Language students

Students of English as a Foreign Language, Students new to English or working at beginner level will be taught English as a Foreign Language weekly by our EAL coordinator. Progress in English will be fed back regularly to parents and students will be expected to complete further learning at home.

Overview of examination subjects offered

Courses studied in Years 10 & 11 lead to entry for GCSE examinations or others that have a GCSE equivalent value. The examinations are controlled by the Qualifications and Curriculum Alliance (QCA) and administered by Examination Boards who offer a range of subject specifications. Our Curriculum Leaders have selected those they consider the most appropriate and engaging for our students.

Candidates are assessed for each subject in a variety of ways e.g. a combination of practical activities, controlled assignments, end of module tests and terminal examinations. These are subject dependent. Final examinations are taken during May and June at the end of the course in Year 11. When all components have been marked the examination board awards grades for each subject, which are released at the end of August following the final examination. The examination certificates are presented at a special school ceremony in November, to which we warmly invite all students and parents.

GCSE subject offer

All GCSE subjects are now on the new 1-9 grading system, with 9 being the highest grade. A grade 4 is equivalent to a legacy GCSE C grade or standard pass. A grade 5 counts as a strong pass and is the new national benchmark. GCSE subjects are principally assessed through final examinations in Year 11, although some courses include a portfolio module as well.

BTEC First Awards

A BTEC First Award Level 2 qualification is the equivalent of a GCSE grade 4 or above. It is an excellent preparation for level 3 (post 16) courses in related subjects.

Students learn how to apply their knowledge and develop skills and abilities through practical application. Typical skills include: team work; working from a brief; working to deadlines; presenting information effectively; and accurately evaluating design briefs and outcomes.

BTEC qualifications have an externally assessed assignment, in the form of an examination. In addition, there are additional assignments set and assessed by teachers. Each assignment is designed to link to specific learning outcomes and has a portfolio based focus. All assignments are moderated by the examination board.

At the end of the course, all internally and externally assessed assignment grades are put together to determine the overall grade achieved.

Frequently Asked Questions

QUESTION: What is the English Baccalaureate (EBacc)?

The EBacc refers to a combination of subjects that the government believes is important for young people to study at GCSE.

The EBacc includes:

- English Language and Literature
- Mathematics
- Science (combined or Triple Science)
- Geography or History
- A Modern Foreign Language: French

QUESTION: Do 'I' have to study all components of the EBacc?

Research suggests that studying the EBacc subjects can help students' performance in English and Maths, and shows that it enhances prospects for entering further education or employment. We actively encourage all students to consider taking the full EBacc, including a Modern Foreign Language (French). Students in Pathway 1 need to take GCSE French alongside GCSE History or GCSE Geography. Students in Pathway 2 are strongly advised to study both GCSE French and GCSE History or Geography to study the English Baccalaureate.

QUESTION: Why am I being asked to make choices now, when I'm only in the Spring Term of Year 9?

We wish to try to provide the right curriculum for every student. As this involves an element of choice we need to get application forms back to ensure we have the staffing and resources to meet the requests.

QUESTION: I enjoy all my subjects. Why do I have to drop some?

Examination courses are more detailed than those studied in Years 7, 8 & 9 and therefore need more teaching time is needed to deliver the content. There are also new subjects we want to offer students from Year 10.

QUESTION: What are 'good' reasons for choosing a subject?

The best reasons for students choosing a subject are that they enjoy the subject and want to study it further. It is important to consider what courses you may wish to follow post-16 and whether colleges or university require particular prior knowledge or results to gain entry to these courses.

QUESTION: Are there any 'bad' reasons for choosing a subject?

A 'bad choice' would be choosing a subject because a friend wants to do it and you want to be in the same class, or if you like (or dislike) a particular teacher. You need to make your OWN choice about what is best for you. Your friends and teachers may change - the subject choice will not!

QUESTION: Am I guaranteed to study my first choice subjects?

We try to ensure as many students as possible are able to study their first choices. Sometimes courses are oversubscribed and we use clear criteria to ensure the most appropriate students are guided into the right subjects. Sometimes there are not enough students choosing a particular course which means we cannot offer the course and an alternative may need to be chosen. This is why we ask you to make a reserve choice for each Option Block.

The information contained in this booklet is correct at the time of printing and we are committed to the structure and courses described. We try our hardest to make sure that every student can follow the courses they choose.

Advice and Guidance

Making the right choice

It is important that you choose subjects that you enjoy and you can commit to for two years of study. For each choice, carefully consider:

- What future career you may wish to follow.
- Which subjects you enjoy the most currently or would look forward to studying.
- If your choices are balanced or are you limiting your future options post-16.

Common mistakes

DON'T just follow your friends' choices. You may not have the same interests or needs. DON'T choose a course just because you like the teacher. Remember that teacher may not be teaching you next year. It is far more important that you will enjoy the subject you will be studying.

Please read the course descriptions in this booklet. These provide more detailed information about your options and how they are assessed. If you have questions, please speak to the curriculum leader.



Who can help you to make your decisions?

Careers Adviser	Our Careers Advisor can advise you on the various pathways for your own interests to follow.
Subject Teachers	The subject teachers will provide a realistic assessment on suitability for certain subjects.
Tutors / Head of Year	These staff can provide guidance and direction on where to find help.
Parents, Family and Friends	Parental support is essential in making your choices.

Local Colleges:

Barton Peveril	www.bartonpeveril.ac.uk	02380 367200
Bitterne Park	www.bitterneparkschool.org.uk	02380 325200
Brockenhurst	www.brock.ac.uk	01530 625555
City College	www.southampton-city.ac.uk	02380 484848
Eastleigh	www.eastleigh.ac.uk	02380 911000
Itchen College	www.itchen.ac.uk	02380 435636
Peter Symonds	www.psc.ac.uk	01962 857500
Richard Taunton	www.richardtaunton.ac.uk	02380 511811
Sparsholt College	www.sparsholt.ac.uk	01962 776441
St Annes	www.stannes.southampton.sch.uk	02380 328200
Totton College	www.totton.ac.uk	02380 874874

Useful Websites:

www.ucas.ac.uk
www.russellgroup.ac.uk
www.apprenticeships.org.uk
www.careersbox.co.uk
www.careerpilot.org.uk
www.waccess-southampton.co.uk - This website gives you further Information, Advice and Guidance.

Have a look at the 'Find your Career' tool and the 'GCSE Options' section for more help with making your choices.

Find out about a range of careers including what qualification you will need.

Self-reflection section to complete before your Guided Choices interview

When making decisions, I feel most comfortable talking to.....

When I leave the academy at the end of Year 11, I want to (be proud of what I have achieved/built my confidence/have made the most of time here).....

After Year 11, I can see myself (in college/doing an apprenticeship).....




My goal is to (go to university/start my own business/work in the NHS/speak other languages and live abroad).....

One person I admire is.....

Because he/she has achieved.....

Where could I go?

Go to the website of each of these colleges and complete the information below.

 <p>Distance from my home: 1 course that interests me:</p> <p>Things I like about this college:</p>	 <p>Distance from my home: 1 course that interests me:</p> <p>Things I like about this college:</p>
 <p>Distance from my home: 1 course that interests me:</p> <p>Things I like about this college:</p>	 <p>Distance from my home: 1 course that interests me:</p> <p>Things I like about this college:</p>
<p>Other:</p> <p>Distance from my home: 1 course that interests me:</p> <p>Things I like about this college:</p>	<p>Other:</p> <p>Distance from my home: 1 course that interests me:</p> <p>Things I like about this college:</p>

Parents' Evening program: Thursday 23 March 2023

Entrance and parental sign-in - Main Academy Entrance - Spare booklets and Academy maps available - Mr Gundry, Assistant Principal - Student Leadership Team		
Core Subjects (parental appointments must be pre-booked using the My Child at School application-see above)		
English G.07 Maths G.05 Science G.03 History G.02 Geography G.06 French G.01 RE G.08	Current subject teachers - if any teachers are listed as unavailable, this is because they will be based in the Agora for an options subject stall. Please feel free to talk with these teachers about your child's progress during the evening.	Humanities Classrooms
Guided Choices Presentations (all parents and students are advised to hear this presentation)	Dr. Riding, Vice Principal Mrs Knight, Head of Year 9 College representatives	Theatre 16:30 Repeated 17:30
Careers Guidance and post-16 colleges	Mr West, CiAG lead Mrs Rance, Careers Advisor	Agora stalls
SEND advice (Special Educational Needs)	Mrs Morgan, SEND Manager	G.04
Options subjects stalls (no appointment needed-parental/student drop-ins)		
Food & Nutrition	Mr Collins	Agora stalls
BTEC Music	Miss Mapes	
BTEC Sport	Mr Cook / Mr Parker	
Performing Arts/Dance	Miss O'Reilly / Miss Holloway	
Art & Design	Mr Bartlett	
Health & Social Care	Miss Blake	
Religious Studies	Mrs Gale / Miss Hothi	
Computer Science	Dr Pearson	
Photography	Mrs Roath	

Booking Appointments for Parents' Evening

Appointments are available to book via the [Parent Portal My Child At School](#).

Appointments are for 5 minutes duration and there must be a gap of 5 minutes between appointments.

All appointments will take place at the academy in the Humanities classrooms.

Appointments should be made with core subject teachers (English, Maths, Science, French, History, Geography) to talk about the progress of your son/daughter.



Core Subjects ...

GCSE English Literature and GCSE English Language

AQA

Objectives

- To extend and develop prior knowledge from KS3.
- To develop writing for a variety of contexts, purposes and audiences with accuracy and creativity.
- To understand, respond to and analyse a wide variety of text types – both contemporary and pre 20th century.

Overview

English and English Literature are taught in an entirely integrated curriculum. The study of one enhances that of the other. Students will receive separate GCSEs in the two subjects.

Students will continue to study English through writing, spoken and reading material. They will expand their vocabulary and become more familiar with writing both formal analytical essays and writing for a transactional purpose.

Our curriculum utilises a vocabulary and concept-led approach to ensure students both have the words needed to talk about texts, seen and unseen, at a high level, whilst also being familiar with many of the common, formal components of fiction and non-fiction texts.

Skills

Students will continue to develop the three skill areas of speaking and listening, reading and writing. Within the study of speaking and listening, students will be using and developing skills—exploring and understanding key points, as well as approaches to a range of topics and situations. They will learn to justify an opinion and acknowledge a viewpoint other than their own. Similarly, students will further develop their writing skills to enable them to confidently write both fiction and non-fiction texts for a number of audiences and purposes. There will be a clear focus on accuracy, skills and techniques. A wide variety of texts will be read, analysed, compared and responded to.

Course content

English Literature:

Macbeth, Jekyll and Hyde, An Inspector Calls, AQA Power and Conflict anthology, Unseen poetry

English Language:

Analysing and responding to unseen fiction and non-fiction texts, crafting fiction and non-fiction writing.

Assessment

Literature and Language both have two separate exams at least 1 hour 45 minutes in length. Students are awarded two GCSEs, one for each course. Students will also complete a short presentation for the Spoken Language component.

Opening doors

Mastery of the English language is essential to access the school curriculum as well as a necessity in the workplace. There are many jobs that favour qualifications in English such as journalist, editors, writers, script writers, librarians, advertising, marketing, public relations and law. Many colleges locally demand certain grades in English GCSEs to enter courses for other subjects – it is wise to look into this so you know what you are aiming for. English is a vital subject that opens doors for further study in all other subjects.



Course Contact

e: jazmin.curtin-sewell@oasislordshill.org



Objectives

The aims and objectives of the GCSE qualification in Mathematics is to enable students to:

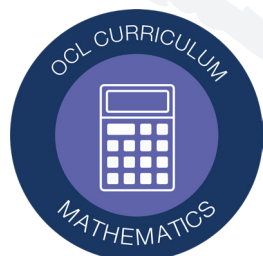
- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences, and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms.

Overview

The content of GCSE Mathematics will build on the skills and knowledge that have been acquired throughout KS3.

Skills

Students will be required to work in all 6 areas of mathematics; students will need to develop both calculator and non-calculator skills. Students will need to be able to problem solve in a clear and ordered way and will be expected to persevere with difficult problems as they search for a solution.



Course content

The course content will cover the following headings:

Number
Algebra
Ratio, proportion and rates of change
Geometry and measures
Probability
Statistics

Two tiers are available:
Foundation and Higher

The course will consist of a mixture of calculator and non-calculator based work.

Assessment

3 formal written exams at the end of Year 11
one of which is a non-calculator exam.

The qualification will be graded and
certificated on a nine-grade scale from 9 to 1
using the total mark across all three papers
where 9 is the highest grade.

Individual papers are not graded.

Foundation tier: grades 1 to 5
Higher tier: grades 4 to 9 (grade 3 allowed)

Opening doors

Maths is such an important subject that you have to continue to study in Years 9, 10 and 11. As well as being useful in everyday life, good numeracy skills are an entry requirement for most jobs and courses. Studying maths can help you develop analytical skills and a logical approach to problem solving. Students are expected to continue with their study of GCSE Mathematics after the age of 16 if they have not achieved the qualification at Key Stage 4.

Course Contact

e: philippa.mullarkey@oasislordshill.org



Core Physical Education

Objectives

- To develop life skills such as leadership and communication.
- To develop a life long interest in exercise.
- To participate and experience a wide range of sporting activities.
- To develop an awareness of how to lead a healthy active lifestyle.
- To devise and work towards their own personal fitness goals.

Overview

Students have the opportunity to take part in a wide range of sporting activities, including outdoor games, indoor games, leadership and fitness. Core PE in Years 10 and 11 is designed to encourage excellent participation levels with a view to improving health and fitness. We want to raise awareness of the role physical activity plays in leading a healthy, active lifestyle and to encourage lifelong participation in sport and exercise.

Skills

Students will continue to develop their practical skills in a wide variety of sporting activities. They will have the opportunity to further improve their skills and knowledge from key stage 3 and strive to improve their own personal targets and goals in a wide range of activities. In Year 10 they will develop communication and organisation skills through leadership and officiating opportunities in lessons. In both Year 10 and 11 students will take part in fitness based activities to raise awareness of how to lead a healthy active lifestyle and to develop their knowledge of how to be life long participants in exercise.



Course content

The course will be split into four main areas

Indoor games (Basketball, indoor football, netball, dodgeball, bench ball)

Outdoor games (Football, netball, rounders, handball)

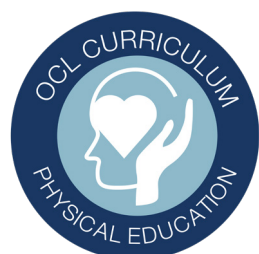
Fitness (Circuit training, designing own fitness programme)

Assessment

No assessment for this subject

Opening doors

You could use this course to develop your leadership skills, communication, coaching and to develop an awareness of the impact of a healthy active lifestyle.



Course Contact

e: jonathan.cook@oasislordshill.org



Identity



Objectives

- Students will develop into rounded young adults who understand their character and play active roles in their communities.
- Students will know more about themselves and others
- Students will then become confident, articulate citizens who are able to effectively debate moral, social, cultural and political issues.

Overview

At Oasis Academy Lord's Hill, we have planned a comprehensive 5-year curriculum to deliver an engaging PSHE identity curriculum. It has been thoughtfully created to incorporate our Oasis Ethos, Oasis 9 Habits and Character Curriculum to ensure students flourish in a safe school environment. We have met the statutory guidance for RSE, Citizenship and CEIAG as well as providing opportunities for use of the local PHE data to meet the needs of our students. The combination enables students to develop socially, emotionally, culturally, physically, spiritually and eventually having fulfilling lives and careers.

Skills

Students develop skills in becoming socially literate and emotionally aware. They will understand how they are developing, who they are becoming and how to fulfil their potential.

Students will then become confident, articulate citizens who are able to effectively debate moral, social, cultural and political issues. We also focus on the fundamental British Values that underpin many other curriculum areas. Crucially, students have a keen awareness of the socio-political landscape and through the exploration of Oasis Hubs locally, nationally and internationally understand the importance of inclusivity, the beauty of diversity and challenge themselves and others to be anti-discriminatory and to be inclusive of all.

Core Concepts

The PSHE curriculum has been carefully designed to ensure that knowledge topics are age appropriate and develop over time building upon previous understanding and different situational contexts. Broadly, our core concepts are:

Love and Relationships (RSE): Students will develop knowledge and understanding of different types of relationships within our society, understanding the difference between a healthy and unhealthy relationship, the legalities of many actions within and after the end of relationships and how to manage different types of relationships effectively to ensure there are positive relationships.

Citizenship: Students will develop their knowledge and understanding of the various components of the political landscape, different laws that are pertinent to themselves and others within a society, the purpose of the monarchy, a democracy and voting to be equipped to make informed political decisions.

Self - Care: Students will gain a knowledge and understanding of how to look after their physical and mental health, they will examine the issues of drugs, alcohol, STDs and contraception, exercise, nutrition, dental health as well as supporting mental health and finding supporting. Additionally, this explores financial literacy, keeping safe in the digital age and managing high stress situations, for example, exams and revision.

CEIAG and Employability: Students will gain a knowledge and understanding of a range of employability skills required to be successful in the workplace as well as examining different pathways Post-16 including apprenticeships, T-Levels, A-Levels and University.

In all areas of the curriculum students will have various opportunities to apply their expanding body of knowledge to real-life situations which will help them to make well-informed decisions.

Opening doors

With a clear sense of identity, students will understand their place in society and how to achieve their future life ambitions. They will be able to be active citizens in their own local, national, and global communities.



Course Contact

e: tamla.gale@oasislordshil.org



Objectives

We aim to enable our students to develop:

1. Enthusiasm in science to discover the world around them.
2. Knowledge and understanding allowing them to make informed personal judgements.
3. Skills which can be applied and utilised in real life situations enabling a more rewarding and healthy future.

Overview

We have planned a comprehensive 5-year curriculum to deliver an engaging learning experience in preparation for their GCSEs and potential further Scientific studies. As students reach year 10 on their learning pathway, students who do not choose to study the Separate Sciences (Triple Science) as an option will study the Combined Science course. A student studying GCSE Combined Science will be awarded 2 GCSE grades from the combined average of their Biology, Chemistry and Physics assessments. Both Combined Science and the Separate Sciences are suitable for students wishing to study Science at college and beyond, to potentially enter a STEM career.

Skills

- Develop and learn to apply observational, practical, modelling, enquiry, and problem-solving skills, both in the laboratory, in the field and in other learning environments
- Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence, and conclusions, both qualitatively and quantitatively.



Course content

Biology topics: Cell biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution, Ecology.

Chemistry topics: Atoms and the periodic table, Bonding and structure, Quantitative Chemistry, Chemical changes, Energy changes, Rate of reaction, Organic chemistry, Chemical Analysis, Atmosphere, Using resources.

Physics topics: Waves, Energy, Electricity, Magnetism and Electromagnetism, Particle model, Atomic structure.

Assessment

During the course, students will experience a range of scientific investigations that will develop skills and knowledge that forms an integral part of the terminal examinations.

For the combined GCSE Science course, there are in total 6 exams, of 75 minutes each, that cover units of study: 2 Biology, 2 Chemistry and 2 Physics exams. Papers are available at Higher and Foundation level and all questions are compulsory.

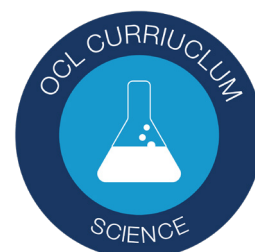
Assessment of investigative knowledge and skills will be embedded through required practical activities, conducted throughout, and assessed as part of the final examinations.

Opening doors

Studying Combined Science will allow a student to continue studying Science at college and beyond and Science GCSEs are the starting point for careers in many areas, including engineering, designing cosmetics, healthcare, technology, and environmental and conservation work. Your career might lead you to the forefront of exciting new developments and discoveries! In addition, many people who take Sciences at an advanced level, or at University, go on to work in business and financial services, where their skill with numbers and their ability to research and analyse information are highly valued.

Course Contact

e: alice.maud@oasislordshill.org







Separate Sciences (GCSE Biology, Chemistry, Physics)

AQA

Objectives

We aim to enable our students to develop:

1. Enthusiasm in science to discover the world around them.
2. Knowledge and understanding allowing them to make informed personal judgements.
3. Skills which can be applied and utilised in real life situations enabling a more rewarding and healthy future.

Overview

We have planned a comprehensive 5-year curriculum to deliver an engaging learning experience in preparation for their GCSEs and potential further Scientific studies. As students reach year 10 on their learning pathway, students can choose to study the Separate Sciences (Triple Science) pathway instead of the Combined Science pathway. A student studying Separate Science will be awarded 3 GCSE grades, one from each discipline. Both Combined Science and the Separate Sciences are suitable for students wishing to study Science at college and beyond, to potentially enter a STEM career. Choosing Separate Sciences can give a competitive edge when applying for Science at University, especially top universities such as those in the Russell Group (the University of Southampton, for example).

Skills

- Develop and learn to apply observational, practical, modelling, enquiry, and problem-solving skills, both in the laboratory, in the field and in other learning environments
- Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence, and conclusions, both qualitatively and quantitatively.

Course content

In addition to deeper and broader study into topics common with Combined Science, studying Separate Sciences uniquely offers the opportunity, after Key Stage 3, to study Space Physics, a very popular topic with students.

Assessment

During the course, students will experience a range of scientific investigations that will develop skills and knowledge that forms an integral part of the terminal examinations.

For the combined GCSE Science course, there are in total 6 exams, of 105 minutes each, that cover units of study: 2 Biology, 2 Chemistry and 2 Physics exams. Papers are available at Higher and Foundation level – though students for whom Foundation papers are more suitable we would recommend they study Combined Science. All questions are compulsory.

Assessment of investigative knowledge and skills will be embedded through required practical activities, conducted throughout, and assessed as part of the final examinations.

Opening doors

Studying Separate Sciences will provide a competitive edge for students aiming to study Science at college and beyond; Separate Science GCSEs are the starting point for careers in many areas, including engineering, designing cosmetics, healthcare, technology, and environmental and conservation work. Your career might lead you to the forefront of exciting new developments and discoveries! In addition, many people who take Sciences at an advanced level, or at University, go on to work in business and financial services, where their skill with numbers and their ability to research and analyse information are highly valued.

Course Contact

e: alice.maud@oasislordshill.org



Objectives

- AO1 Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3 Record ideas, observations and insights relevant to intentions as work progresses.
- AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Overview

Students will have an opportunity to build upon and refine visual and practical skills acquired at KS3. They will have an opportunity to record and research ideas, build a portfolio of work and make a personal response. Homework is mandatory and involves artist research, taking primary observational photos, photo collection from the internet, image analysis and finishing work started in class.

Skills

Students will continue to develop skills in drawing, painting and design work. Students will gain confidence in problem solving and become more independent with their skills and ideas, working to their strengths. Students will develop their written artist research and analysis skills and will also learn how to present visual and written work to a high standard.

Course content

In Unit 1 (Year 10) and Unit 2 (Year 11) students are required to work in one or more area(s) of Fine Art, such as those listed below:

Drawing Installation Lens and light-based media Mixed media Land art Printing Painting Sculpture. They may explore overlapping areas and a combination of different areas.

Assessment

A portfolio consisting of a completed coursework project and an exam project must be entered to complete the GCSE.

Unit 1: Contextual studies coursework 60%

Unit 2: Exam coursework 40%

Opening doors

Studying Fine Art can help prepare you for a wide range of jobs, not just for being an artist or designer. Visual merchandising in the retail business, floristry, gardening, cooking, hairdressing, photography and even tattooing, artistic skill is important. Architects need creative skills, as well as an understanding of the technical side of construction. The skills of painting, drawing or sculpting can also be useful in jobs where a steady hand and keen eye are needed.



Course Contact

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Objectives

- AO1 Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3 Record ideas, observations and insights relevant to intentions as work progresses.
- AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Overview

Students will have an opportunity to build upon and refine visual and practical skills acquired at KS3. They will have an opportunity to record and research ideas, build a portfolio of work and make a personal response. Homework is mandatory and involves artist research, taking primary observational photos, photo collection from the internet, image analysis and finishing work started in class.

Skills

Students will develop skills in all elements of digital photography, Photoshop, Manual experiments and photographing in a studio and on location.

Course content

In Unit 1 (Year 10) and Unit 2 (Year 11) students are required to work in one or more area(s) of Fine Art, such as those listed below:

Documentary photography Photo-journalism
Studio photography Location photography
Experimental imagery Installation Moving image:
film, video and animation. They may explore
overlapping areas and a combination of different
areas.

Assessment

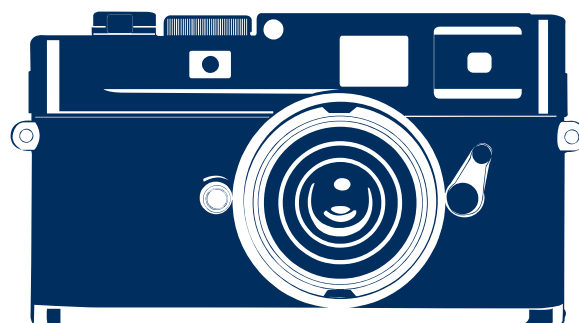
A portfolio consisting of a completed coursework project and an exam project must be entered to complete the GCSE.

Unit 1: Contextual studies coursework 60%

Unit 2: Exam coursework 40%

Opening doors

There are so many different types of jobs that require photography or Photoshop skills including... graphic designer, web designer, wedding photographer, portrait photographer, commercial photographer, photojournalist/news photographer, nature photographer, art and photography teacher. You could even become a photographer for the police in a forensics team or a traveling photographer in the Navy, Army or Air Force. The jobs are endless.



Course Contact

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Objectives

- AO1 Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3 Record ideas, observations and insights relevant to intentions as work progresses.
- AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Overview

Students will have an opportunity to build upon and refine visual and practical skills acquired at KS3. They will have an opportunity to record and research ideas, build a portfolio of work and make a personal response. Homework is mandatory and involves artist research, taking primary observational photos, photo collection from the internet, image analysis and finishing work started in class.

Skills

Students will continue to develop skills in prototyping, modelling and design work. Students will gain confidence in problem solving and become more independent with their skills and ideas, working to their strengths. Students will develop their written artist research and analysis skills and will also learn how to present visual and written work to a high standard.

Course content

In Unit 1 (Year 10) and Unit 2 (Year 11) students are required to work in one or more area(s) of 3D design, such as those listed below:

Architectural design Product design Interior design Environmental/landscape design Sculpture Design for theatre, film and television Ceramics.

They may explore overlapping areas and a combination of different areas.

Assessment

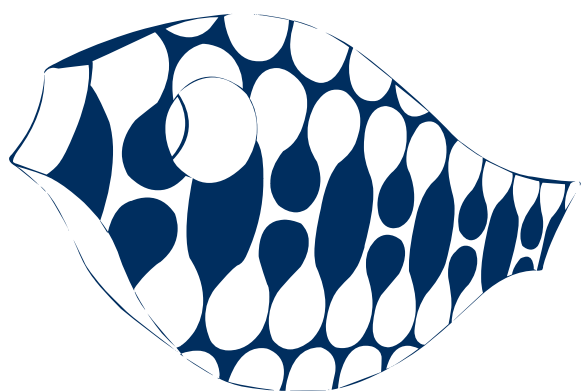
A portfolio consisting of a completed coursework project and an exam project must be entered to complete the GCSE.

Unit 1: Contextual studies coursework 60%

Unit 2: Exam coursework 40%

Opening doors

Studying 3D design can help prepare you for a wide range of jobs in the future. Some job roles include architect, carpenter, civil engineer, graphic designer, interior designer, furniture designer, production designer for theatre/film/television and automotive engineer. The skills of modelling, drawing and designing can also be useful in jobs where a steady hand and keen eye are needed.



Course Contact

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Objectives

- To understand the fundamental principles and concepts of Computer Science.
- To be able to analyse problems in computational terms through practical experience.
- To be able to think creatively, innovatively, analytically, logically and critically.
- To develop an understanding of the impacts of digital technology to the individual and to wider society.

Overview

Students will continue to develop the skills learnt at KS3. They will further develop their computer programming skills as well as the theory behind how computers are used in our society to solve a wide range of problems.

Skills

Students will develop critical thinking, analysis and problem-solving skills which can help in many other subjects and be applied to real world situations. This way the course will stimulate interest and engagement with technology and technology related careers.



Course content

The course is made up of two units. The first is theory based and the second is practical.

You will cover topics such as:

The CPU and Memory
Wired and wireless networks
Network topologies, protocols and layers
System security
Systems software
Ethical, legal, cultural and environmental concerns
Algorithms
Programming techniques
Computational logic
Data representation

Assessment

One written exam and one On-screen exam at the end of Year 11, each one and a half hours long.

Exam 1: Principles of Computer Science 50%
Exam 2: Application of Computational Thinking 50%

Opening doors

Understanding how to use computing is important for a huge range of jobs. Because computers are used so widely in all types of careers and work settings - including offices, call centres, warehouses, hotels, hospitals and industry - employers will expect you to have developed computing skills. If you have a particular interest in computers, you could consider becoming a computer specialist - such as software developer (programmer), or a provider of technical support to computer users. This would mean taking your computing skills to a high level. Being able to program is a highly sought-after skill and there are a variety of programming languages that you can learn ranging from database control and web design to game coding and app building.

Course Contact

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Objectives

- Development of key skills in the Performing Arts such as reproducing repertoire or responding to stimuli.
- Process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance.
- Attitudes that are considered most important in the Performing Arts, including personal management and communication.
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

Overview

The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

Skills

Physical Skills - gait, facial expressions, posture, body language, gestures

Vocal Skills - projection, pace, pause, tone, clarity & articulation, accent

Transferable Skills - confidence, teamwork, leadership, creativity, resilience, reliability, problem solving, collaboration, time management, organisation, communication



Course content

The course content is divided into 3 components:

Component 1: Exploring the Performing Arts

- Investigate how professional performance or production work is created
- Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.

Component 2: Developing Skills & Techniques

- Use rehearsal or production/design processes
- Apply skills and techniques in performance or realisation
- Review own development and application of performance or design skills.

Component 3: Responding to a Brief

- Understand how to respond to a brief
- Select and develop skills and techniques in response to a brief
- Apply skills and techniques in a workshop performance in response to a brief
- Evaluate the development process and outcome in response to a brief

Assessment

Components 1 and 2 are assessed through internal assessment. There is one external assessment, Component 3. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situations and activities.

Opening doors

This course is suitable for anyone thinking about pursuing a career in the Performing Arts industry; actor, director, teacher, drama therapy, screenwriter, stage manager, radio/TV presenter, technician, light/costume/sound/set designer, community arts worker. This course is also suitable for anyone that wants to gain transferable skills such as confidence, teamwork, leadership, creativity, resilience, reliability, problem solving, collaboration, time management, organisation, communication.

Course Contact

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Objectives

The practical component of the course enables students to study dance by 'doing' and the anthology of professional works will provide a springboard for the development of creative and engaging practical tasks. The study of the anthology will facilitate the development of students' skills in performance and choreography as well as broadening their knowledge and understanding of dance and ability to critically appraise dances of different styles and cultural influences.

Overview

This course focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation. Dance is a powerful and empowering form of non-verbal communication and it is both physical and expressive, which makes it similar to and different from other art forms and physical activities. Dance develops creative, imaginative, physical, emotional and intellectual capacities.

Skills

Performance Skills - physical, expressive, technical and mental skills (see definitions on AQA website).

Choreographic Skills - actions, space, dynamics, relationships, structure, choreographic processes, choreographic devices.

Transferable Skills - confidence, teamwork, leadership, confidence, teamwork, creativity, resilience, reliability, problem solving, collaboration, time management, organisation, communication.

Course content

Component 1 - Performance & Choreography (60% of GCSE)

Performance (30% of GCSE, 40 marks)

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)

Choreography (30% of GCSE, 60 marks)

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

Component 2 - Dance Appreciation (40% of GCSE, 80 marks)

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

Assessment

Component 1 is internally marked by the centre and externally moderated by AQA. Component 2 is assessed by a written exam of 1 hour 30 mins worth 80 marks.

Opening doors

This course is suitable for anyone thinking about pursuing a career in the Performing Arts industry; professional dancer, choreographer, director, teacher, dance therapy, yoga teacher, technician, dance journalism, lighting/sound/costume/set designer, personal trainer, community arts worker. This course is also suitable for anyone that wants to gain transferable skills such as confidence, teamwork, leadership, creativity, resilience, reliability, problem solving, collaboration, time management, organisation, communication.



Course Contact

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Objectives

- To develop a thorough understanding of nutrition, health and food science.
- To develop the ability to plan and cook healthy meals correctly and safely.
- To develop a thorough understanding of food provenance and food choice.
- To understand the working characteristics of food ingredients.

Overview

This GCSE Food Preparation and Nutrition ensures students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

Skills

This course will develop students practical cooking skills to allow students to develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. Students will focus upon general practical skills such as cooking times, knife skills, preparation of food and use of equipment. They will further their knowledge of nutrition and health as well as safety procedures. They will also gain understanding about the environmental impact and sustainability of food.

Course content

What's assessed

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above

Non Exam Assessment

Task 1: Food investigation

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

Task 2: Food preparation assessment

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning.

Assessment

How it's assessed

Task 1: Written or electronic report (1,500 -2,000 words) including photographic evidence of the practical investigation.

Task 2: Written or electronic portfolio including photographic evidence (20 sides of A4). Photographic evidence of the 3 final dishes must be included. 3 hour practical.

External Examination 50%
Non Exam Assessment 50%

Opening doors

Top pastry chefs who produce beautiful cakes, head chefs in award-winning restaurants and cooks in school canteens who prepare hundreds of meals every day are all part of the catering industry. The opportunities within the industry are vast - you could be cooking simple fast food for workers on their lunch hour or creating sophisticated dishes for an exclusive bistro .

Food preparation and Nutrition is vital to one of the largest industries in Britain - hospitality and catering. Although you can learn to cook on the job, it takes time, commitment and specialist training to learn the more professional skills.

Alternative Pathway

The **Level 1/2 Technical Award in Food and Cookery** is designed for learners who want an introduction to food and cookery that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the food industry or progress onto further study.

A decision on which qualification to study will depend on that most suited to the learners.

Course Contact

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Objectives

- To develop an understanding of the world around them through the exploration of case studies.
- To develop an understanding of their role in society, by considering different viewpoints.
- To carry out fieldwork to investigate the local area.
- To develop knowledge of topical issues that affect us all, for example global warming.

Overview

Students will have the opportunity to build upon the knowledge and skills that they have developed at Key Stage 3. They will broaden their understanding and learn about areas and processes in more detail, thus explaining the world we live in today.

Skills

Students are required to develop and demonstrate a range of geographical skills, including evaluative, cartographic, graphical, numerical and statistical, throughout their study of geography at GCSE level. This includes using and interpreting: atlas maps; Ordnance Survey maps; photographs; graphs; population pyramids; and statistical techniques. Students will also be required to collect and interpret their own fieldwork data, showing an ability to carry out investigations. Other skills that would be required are associated to research and an ability to use online resources.

Course content

Students will travel the world from the classroom, exploring local case studies in the United Kingdom and case studies from a range of High Income Countries, Newly Emerging Economies and Low Income Countries.

Physical Geography topics of study include rivers and flooding, coastal landforms and management, climate change, tropical storms, tectonic hazards and the physical landscape of the UK.

Human Geography topics of study include the development of countries, poverty, global shifts in economic power and the challenge of sustainable resource use.

Trips

Geographical Skills are also an important element of this course and there will be the opportunity to go on trips to carry out fieldwork.

Assessment

3 formal written exams at the end of Year 11.

Paper 1 = 35% of GCSE

The challenge of natural hazards, The living world, Physical landscapes in the UK, Geographical skills. Written exam: 1 hour 30 minutes

Paper 2 = 35% of GCSE

Urban issues and challenges, The changing economic world, The challenge of resource management, Geographical skills. Written exam: 1 hour 30 minutes

Paper 3 = 30% of GCSE

Issue evaluation, Fieldwork, Geographical skills. Written exam: 1 hour 15 minutes.

Opening doors

Geography is a broad subject that would be suitable to study whatever career plans you have in mind. The subject encompasses English and Literacy, as well as Mathematical and Science based skills and topics. This means it is relevant for any career path as well as Geography specific jobs in planning, environmental science, travel and the tourism industry. Geography is also of use for anyone interested in starting their own business or travelling or working abroad.



Course Contact

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Objectives

The exams will measure how students have achieved the following:

- Demonstrate historical knowledge and understanding of the key features and characteristics of the period studied.
- Analyse events using second-order historical concepts such as causation.
- Evaluate contemporary sources to make substantiated judgements.
- Analyse, evaluate and make judgements about interpretations including how and why interpretations may differ.

Overview

History is one of the most fascinating and rewarding subjects that you can study at school. The subject will consist of written assignments that develop subject knowledge and analytical and evaluative skills. Studying a range of sources and texts, discussion of key historical questions plays a crucial part in lessons. You will study events and individuals that have shaped the world that we live in today.

Skills

GCSE History will not only broaden your knowledge of the past and the world around you but will also allow you to develop skills relevant to many types of employment, such as the ability to seek information and argue a case both verbally and in writing. It will also teach you how to analyse sources/interpretations, challenging narratives of the past and providing you with the skills to present evidence in a logical way and formulate your own judgements.



Course Contact

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Course content

Migrants in Britain c800-present

Part one: Migration in Medieval England
Part two: Migration in early modern England
Part three: Migration in 18th and 19th century Britain
Part four: Migration in modern Britain
Part five: Historic environment- Notting Hill 1948-1970

Early Elizabethan England 1558-88

Part one: Queen, government, and religion
Part two: Challenges to Elizabeth at home and abroad
Part three: Elizabethan society in the Age of Exploration

Superpower relations and the Cold War 1941-91

Part one: The origins of the Cold War
Part two: Cold War crises
Part three: The end of the Cold War

Weimar and Nazi Germany 1918-39

Part one: The Weimar Republic
Part two: Hitler's rise to power
Part three: Nazi control and dictatorship
Part four: Life in Nazi Germany

Assessment

Examinations (100%)

Paper 1 (30%) (1 hour 15 minutes) Thematic study and historic environment: Migrants in Britain 800-present and Notting Hill 1948-1970

Paper 2 (40%) (1 hour 45 minutes) Period study and British depth study: Early Elizabethan England 1558-88 and Superpower relations and the Cold War 1941-91

Paper 3 (30%) (1 hour 20 minutes) Modern depth study: Weimar and Nazi Germany, 1918-39.

Opening doors

The intellectual skills and the knowledge gained from the study of GCSE History provide excellent preparation for a variety of careers, either directly related to the subject or in areas such as law, journalism, banking, national and local government, the civil service, and teaching.

Objectives

- Give students the opportunity to gain a broad understanding and knowledge of the health and social care sector.
- Give students a focused understanding of health and social care through a variety of different units that link to the health and social care sector.
- Give students the opportunity to develop a range of personal skills and techniques that are essential for successful performance in working life within a health and social care environment.

Overview

Students will have the opportunity to study a course that teaches them the skills, techniques and knowledge needed to work successfully within a health and social care environment. BTEC's are vocational courses which are specially designed for students who are focussed on a specific career path; in this case within health and social care sector.

Skills

Students will develop their knowledge and understanding of issues within a health and social care setting. They will study a variety of units that will prepare them for work within a care setting. They will investigate case studies and will write assignment tasks based on scenarios set in a variety of care placements. This course is equivalent to a GCSE qualification.

Course content

Students will study 3 components:

1. Human lifespan development (Coursework)
2. Health and social care services and values (Coursework)
3. Health and well being (Exam)

Students will aim to achieve the following grades:

Level 1 Pass: (equal to grade 1 at GCSE)
Level 1 Merit: (equal to grade 2 at GCSE)
Level 1 Distinction: (equal to grade 3 at GCSE)
Level 2 Pass: (equal to grade 4 at GCSE)
Level 2 Merit: (equal to grade 5 at GCSE)
Level 2 Distinction: (equal to grade 7 at GCSE)
Level 2 Distinction*: (equal to grade 8 at GCSE)

All students will aim to achieve level 2.

Assessment

In the 2 coursework components students will produce assignments based on health and social care scenarios. The exam unit is a 2-hour externally assessed synoptic exam. This means that it builds upon the knowledge acquired from components 1 and 2.

Each unit will be given an overall grade (pass-distinction*) and these are converted to points. The points will contribute to their overall grade at the end of Year 11.

Opening doors

Approximately 3 million people work in the health and social care sector. This course allows students to go on to study level 3 health and social care at college. It is recommended for students who want to work in the health and social care sector.

Course Contact

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Music BTEC Tech Award Level 2 in Music Practice

Pearson

How am I qualified to take this course?

By participating and engaging in KS3, you will have performed, composed and used music technology. In order to access this course, you do not need to be able to read music. Instrumental lessons are highly recommended which we can provide. You will work on your personal instrument e.g. Piano, Singing, Drums, Guitar, rehearse with other performers and engage creatively in music producing.

Why the Music Tech Award?

Music is able to provide you with a range of skills that enhance your employment prospects. The discipline of learning an instrument, along with resilience and determination, thinking and creating, using one's initiative, and being able to communicate ideas are all invaluable assets. Universities and employers are always impressed by the skills musicians have due to their well-balanced curriculum. This means you have hands-on experiences and opportunities. It is a creative qualification, and the course is able to support you with acquiring a variety of skills that future employers will value. The course also supports learners with their confidence and will challenge them to try new concepts and ideas.

Skills

- Teamwork
- Leadership
- Self-management
- Communication
- Develop and present musical ideas to a set brief
- Time management
- Meeting deadlines
- Exploring new genres of music
- Analysing, evaluating and enhancing their learning
- Broadening their repertoire
- Using specific musical vocabulary
- Review and reflect different approaches solving.



Course content

Component 1 - Exploring Musical Products and Styles (30%)

You will develop your understanding of different types of music products and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work.

Component 2 - Music Skills Development (30%)

In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others and will develop your skills as a musician.

Component 3 - Responding to a Commercial Music Brief (40%)

This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music sector that excites and appeals to you and respond to a music brief as a composer, performer or producer. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project.

Assessment

Components 1 and 2 are assessed through non-exam internal assessment. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life scenario. This external assessment takes the form of a set task taken under supervised conditions.

Opening doors

You will develop the skills to progress into the music industry, alternatively, learners can progress to higher education courses such as college courses in Music or Music Technology. . This course could enable you to progress into employment areas such as - Performing/ Recording Artist, Producer, Composer, Entrepreneur/ Industry Professional, Music Therapist, Sound Technician, Arts Administrator, Event Manager, Theatre/ Stage Manager, Sales, Radio Host, Public Relations Officer, Merchandiser, Tour Manager.

Course Contact

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Who is this qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Sport (603/7068/3) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning. They will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology.

What does the qualification cover

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- investigating provisions for sport including equipment and facilities to enhance sport
- planning and delivery of sport drills and sessions
- fitness for sport including fitness testing and methodology.



Course content

Learners are required to complete and achieve all three components in the qualification.

1. **Preparing Participants to Take Part in Sport and Physical Activity 36 1/2 Internal**
2. **Taking Part and Improving Other Participants Sporting Performance 36 1/2 Internal**
3. **Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity 48 1/2 External Synoptic**

Assessment

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the sport sector, and specialist skills such as analysis, leadership, and teaching and communication at Levels 1 and 2.

Internal assessment – externally moderated
Components 1 and 2 are assessed through non-exam internal assessment.

External synoptic assessment There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.

Opening doors

This course provides a suitable foundation for further study within the sector including BTEC level 3 in Sport or A level Physical Education. It is recommended for students who want to work within the sporting sector. This could include - PE teacher, coach, working in the leisure sector, physiotherapist, sports psychologist and many more.

Course Contact

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Objectives

- The course enables students to explore contemporary moral questions and understand how ethical decisions are made.
- The teaching of Religious Studies involves a variety of methods intended to develop key investigative skills, stimulate reflective questions, and encourage students to foster attitudes of respect, understanding and tolerance.

Overview

Through this course learners will be expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. This will be done through a Christian and Islamic perspective.

Skills

Students develop their knowledge, skills and understanding of religion by exploring the significance, the impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They will evaluate ethical issues and express views using reasoned arguments. It is important that students express their personal responses and informed insights on fundamental questions about identity, belonging, meaning, purpose, truth, values, and commitments.



Course Contact

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Course content

Component 1: Thematic studies, in which the following four units are studied:

- **Theme 1:** Issues of Relationships – adultery, divorce, cohabitation, commitment, contraception, gender equality, responsibilities, and roles.
- **Theme 2:** Issues of Life and Death – afterlife, environmental sustainability, euthanasia, evolution, abortion, quality of life, sanctity of life, and soul.
- **Theme 3:** Issues of Good and Evil - good/evil, forgiveness, free will, justice, morality, punishment, sin, and suffering.
- **Theme 4:** Issues of Human Rights – censorship, discrimination, extremism, human rights, personal conviction, prejudice, relative and absolute poverty, and social justice.

Component 2: Christianity – A study of Christian beliefs, teachings, and practices.

- Beliefs and teachings: Nature of God, creation, Jesus Christ, salvation, afterlife.
- Practices: Worship, sacraments, pilgrimage, celebrations, local Church, worldwide Church.

Component 3: Islam - A study of Islamic beliefs, teachings, and practices.

- Beliefs and teachings: The nature of Allah, Prophet Hood, Angels, Afterlife, Faith foundations.
- Practices: The Five Pillars, Ten obligatory acts of Shi'a, Jihad, festivals and commemorations.

Assessment

100% examination.

There are three papers are taken at the end of Year 11 for a Full GCSE.

- **Component 1: 2 hours and 50% of the total marks**
- **Component 2: 1 hour and 25% of total marks**

Opening doors

A qualification in Religious Studies opens doors in many careers, particularly those which involve working with people. For example, police force, armed forces, social and care services, education, medical profession, journalism, management, customer services, politics, and law.

A GCSE in Religious Studies lays a good foundation for further study of Religious Studies at A/Degree Level and other related subjects including English, English Literature, Philosophy, History, History of Art, Government and Politics, Sociology, Teaching, Psychology, Social Work and Law.

Objectives

- To develop an understanding of French in a variety of contexts.
- To develop the ability to communicate effectively in Spanish.
- To develop transferable language learning skills.
- To develop awareness and understanding of countries where French is spoken.

Overview

Students will have the opportunity to continue with the language they have been studying in KS3. They will further develop their ability to communicate in French in both speech and writing. They will gain further knowledge of French speaking countries and cultures.

Skills

Students will continue to develop the four skill areas of listening, speaking, reading and writing. In listening and reading, you will be using longer texts and you will develop your skills for understanding the key points as well as more details across a range of topics. You will further develop your writing skills to enable you to confidently write in the target language using a variety of tenses and language structures. You will also practise your translation skills. In speaking, you will do role plays and small presentations to develop your confidence and improve your accent and fluency. You will learn to apply a range of tenses so you can communicate your ideas effectively and express and justify your views.



Course content

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

The three themes are:

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

Assessment

4 externally assessed exams including a speaking exam conducted by your teacher. Your teacher will guide you regarding whether to enter a Foundation or Higher Tier depending on your progress in lessons and skills.

**Writing Exam 25%
Listening Exam 25%
Speaking Exam 25%
Reading Exam 25%**

Opening doors

In the future, you may have the opportunity to work overseas or you may prefer to stay based in this country. Either way, learning a language is not only about speaking it but also about the skills you pick up while doing so. Having a GCSE in a foreign language will demonstrate to employers that you have mastered some other key work skills: problem solving, adaptability, confidence, developing a mental agility, and possess good oral and written communication skills.

However, if you want to have a job which involves using your language regularly, many companies now do business abroad, mostly in Europe, but also in Asia, the Middle East etc. Employees - not only sale staff, but specialists such as engineering or computing staff - often have to travel to meet customers. Some large businesses have offices overseas, offering opportunities for employment too.

Course Contact

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