



Oakbank

KS4 Pathways Booklet

2021-2023





Pathways

Making the right choices in Year 9 is an important part of your time in school. It is an opportunity for you to take control of your education and shape your future. The options you choose for Years 10 and 11 will shape how you spend your time at school for the next two years. The choices you make may also influence what course or training you decide to take after Year 11.

It is important to choose subjects that will interest and motivate you. Spend some time thinking about what you enjoy doing, what you are interested in and what makes you work hard. Remember that you are not alone in making these decisions; everyone in Year 9 is going through the same process. Teachers, friends, parents, carers and family will be able to guide advise and support you in this important decision making process.

Good reasons for choosing an option:

- You are good at the subject
- You think you will enjoy the course
- It fits your career ideas and plans
- It goes well with your other choices
- It helps to give you plenty of choice post 16
- You think you might want to continue studying it post 16
- Your research shows that it will interest you and motivate you to learn.

Poor reasons for choosing an option:

- Your friends have chosen it
- You think it will be easy
- You think it's a good option for a boy/girl
- Someone else thinks it is a good idea
- You like the teacher you have now
- You did not have time to research your options properly

Many students will want to ensure that they choose subjects promoted by the English Baccalaureate or EBacc (more about that later) whilst others will want a more Vocational pathway.

Whichever the route, ensure you make an informed choice; speak to teachers, parents and friends, go online and research. This is a very important but exciting part of your future where you get to take control of what you want to do.

Good luck

Mr Prendiville



KEY DATES

These are the key dates in the process of choosing your options:

Thursday 21 st January 2021	Options Assembly and First Choices Form Presentation on how the Options process is works and a first opportunity to consider what choices might be made. Presentation and First Choice Forms sent to parents/carers. Forms completed in Teams by 29 th January.
Thursday 11 th February 2021	Year 9 Online Parents Evening This is for you and your parents/carers to speak to your subject teachers about your progress.
Thursday 25 th February 2021	Year 9 Subject Video released Each Option subject will make a short presentation on the course(s) offered.
Tuesday & Wednesday 2 nd & 3 rd March 2021	Options Interviews Every Year 9 student had a One to One interview with the Vice Principal, Head of Year or Head of Careers. After discussing future aspirations, University, College and Apprenticeships, Oakbank Options were explained in greater detail. Students revisited their initial choices and either confirmed or adjusted them. Here it was also explained that Options Blocks have to be arranged to match as many of these choices as possible, and that some students may have to make a difficult choice between subjects. You then have over a week to complete and submit the Option Form. This may NOT be your final choice, but allows us time to review the Option Blocks. Option subjects have to be grouped together to make staffing, rooming and timetabling possible. These Blocks of subjects may be adjusted to ensure that as many students as possible can study their first choice of subjects.
Thursday 18 th March 2021	Return Option Forms Completed and signed forms to be returned to Tutors
Thursday 25 th March 2021	Blocks and course places confirmed. All students and parents will receive a confirmation letter of their final option choices.
May/June 2021	Taster Days These will allow students the chance to experience GCSE lessons in their Option choices in order to better understand what the courses involve and reconsider if appropriate.



Core Subjects

These are compulsory

ENGLISH LANGUAGE AND ENGLISH LITERATURE

CONTACT: Miss Arksey

EXAM BOARD: AQA

COURSE REQUIREMENTS:

Assessment will be arranged as follows:

English Language: 100% examination 2 x 1 hr 45 mins

English Literature: 100% examination 1 x 1hr 45 mins & 1 x 2hrs 15mins

COURSE DESCRIPTION

We study language and literature in an integrated way throughout the course with students gaining two separate GCSEs in English Language and English Literature at the end of the two years.

In preparation for GCSE English Language you will read a wide range of texts from the 19th, 20th and 21st centuries, including fiction and literary non-fiction. You will explore a range of strategies to help you understand what you read and hear as well as to help you develop a more critical approach to studying texts.

The study of a wide range of texts will also inform your own writing and you will be expected to write in a variety of forms and styles to suit specific purposes and audiences. You will explore and develop your ability to communicate in a variety of ways ensuring that you continue to acquire and apply a wide vocabulary and understanding of grammatical terminology to ensure that you can evaluate the work of other writers as well as improve your own use of Standard English, using grammar correctly and punctuating and spelling accurately. There will be two examinations at the end of year 11 for this qualification.

In preparation for GCSE English Literature you will study at least one Shakespeare play and a 19th century novel as well as a modern novel or play and a range of poetry written between 1789 to the present day.

The study of these texts will cover aspects of plot, characterisation and settings. You will be given opportunities to further develop your skills as critical readers and be encouraged to evaluate different responses to a text using evidence from within the texts when referring to a writer's choice of vocabulary, grammatical and structural features. You will also consider the impact of writers' social, historical and cultural contexts. Throughout the course you will continue to develop confidence in making an informed personal response that derives from analysis and evaluation of the text studied. There will be two examinations at the end of year 11.

We encourage the habit of wide personal reading alongside the required texts for study and hope to introduce students to the richness of literature. We certainly believe that these two qualifications

will be a good foundation for those of you wishing to continue the study of English Language or Literature at A Level and beyond.

MATHEMATICS

CONTACT: Mr R Smith

EXAM BOARD: EDEXCEL

COURSE REQUIREMENTS:

Assessment will be arranged as follows: 100% exam (3 x 1hr 30mins papers, 2 Calculator, 1 Non Calculator)

COURSE DESCRIPTION:

In GCSE we continue to study the 6 main areas of Mathematics; Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measure, Probability and Statistics.

At GCSE you will be streamed into sets based on ability. Your setting will determine whether you will sit the higher or foundation assessment papers at the end of the course. Normally sets 1 and 2 will sit the Higher paper and sets 3 and 4 will sit the Foundation paper. However this is very much flexible and we will make a decision that we believe will enable you to achieve the best grade you can.

The GCSE encourages students to demonstrate deeper understanding by:

- 1) Placing more emphasis on problem solving, reasoning and communications.
- 2) A shift in content: Topics that used to only be found on the higher paper will also appear on the foundation and similarly some A level topics will appear on the higher paper. This shift in content will mean that all students will have the opportunity to showcase high level maths knowledge regardless of the paper being sat.
- 3) A new grading. The new grades are on a scale of 9 - 1 with 9 representing the highest grade and 1 the lowest.
- 4) There are more formulae that students will need to memorise for the examinations.

Your attitude to learning will play a large role in determining your end grade. You will learn to link concepts and apply them to contextual questions. Learning to be resilient when tackling these types of questions will be important to ensure you attain the best possible grade.

During the GCSE course you will be expected to be independent in and outside of the classroom. In the class room you will benefit from reflecting on the work you complete every lesson and writing a comment to your teacher. Outside of the classroom you will be expected to consolidate your work by reading back through your notes and doing extra reading surrounding identified

topics. Regular revision will mean that you are consistently going back over work, meaning you will be fully prepared by the time you sit your exam at the end of year 11.

GCSE SCIENCE

CONTACT: Mrs Ferrer

EXAM BOARD: AQA

QUALIFICATIONS: GCSE Combined Science: Trilogy **or** GCSE Biology, GCSE Chemistry and GCSE Physics.

COURSE REQUIREMENTS:

Most students will take Combined Science Trilogy studying topics from all disciplines, resulting in two Science GCSEs. A select group will be taught the individual sciences (biology, chemistry, and physics) resulting in 3 GCSEs. Teaching groups for the different GCSE options will be based on progress and attainment in Year 9.

To be eligible to complete the more demanding **Separate Sciences Pathway**, students must also demonstrate that they can maintain the increased level of work and pace and are motivated to take their science learning deeper. This programme of study begins in Year 10. Hence, sustained effort and high attainment throughout Year 9 is very important if students wish to opt for the individual sciences.

HOW THE COURSES WILL BE ASSESSED:

The examination structure is detailed in the table below. Questions in the paper will comprise a mixture of multiple choice, structured, closed short answer, and open response formats.

	Written papers (Times and percentage allocation)			Total exam time
Combined Science: Trilogy	2 x 1hr 15 mins Biology (16.7% of GCSE each)	2 x 1hr 15 mins Chemistry (16.7% of GCSE each)	2 x 1hr 15 mins Physics (16.7% of GCSE each)	450 mins (7.5 hours)

	Written papers (Times and percentage allocation)	Total exam time
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Biology	Paper 1 1hr 45 mins (50% of GCSE)	Paper 2 1hr 45 mins (50% of GCSE)	210 mins (3.5 hours)
Chemistry	Paper 1 1hr 45 mins (50% of GCSE)	Paper 2 1hr 45 mins (50% of GCSE)	210 mins (3.5 hours)
Physics	Paper 1 1hr 45 mins (50% of GCSE)	Paper 2 1hr 45 mins (50% of GCSE)	210 mins (3.5 hours)

COURSE DESCRIPTION:

The science courses offered provide learning opportunities studying a wide range of relevant, modern and fundamental scientific concepts and ideas. The Combined Science: Trilogy gives students a chance to research, analyse findings and build their mathematical skills. The course content encourages enjoyment, engagement and challenge with required practical work and exciting topics such as radioactivity, material properties, genetics and the topics listed below. The individual sciences course deepens understanding and challenges students even further.

Within the Combined Science: Trilogy pathway, there are two tiers of papers, foundation and higher, to enable students of all abilities to achieve success in science.

Biology	Chemistry	Physics
Cell biology Organisation Infection and response Bioenergetics Homeostasis and response Inheritance, variation and evolution Ecology	Atomic structure and the periodic table Bonding, structure, and the properties of matter Quantitative chemistry Chemical changes Energy changes The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	Energy Electricity Particle model of matter Atomic structure Forces Waves Magnetism and electromagnetism Space (individual science option only)

PROGRESS TO FURTHER EDUCATION:

There is no barrier to studying any science at A Level with the Combined Science: Trilogy option. For some students, this could be a better option to maximise their chances of higher grades as they have less content to manage.

Taking Science will provide a variety of interesting and fulfilling career options for your future, including medicine, veterinary science, dentistry, nursing, engineering, physiotherapy, mechanics, hairdressers and environmental work. The UK is facing a shortage in STEM (Science, Technology, Engineering and Mathematics) qualified personnel, hence there are a number of programmes at universities and apprenticeships to support this need and to provide plenty of career opportunities. Society needs scientists and engineers.



Optional Subjects

You choose four of these.

ART

CONTACT: Miss S Buckley

EXAM BOARD: AQA

COURSE REQUIREMENTS: To succeed in Art & Design you need be creative and imaginative and spend at least 2 hours per week on your coursework and drawing homework.

HOW THE COURSE WILL BE ASSESSED: The examination grade is achieved by the assessment of the portfolio that will be completed throughout the course 60% and a final project. The Externally set Examination represents 40% of the marks.

COURSE DESCRIPTION:

Art enables students to become visually literate, to develop skills and imagination and to become more visually aware of the world in which they live. It encourages them to work independently and collaboratively. The Art Department's mission is to promote the enjoyment of Art, Craft and Design for all students. We encourage creativity, sensitivity, independence, imagination, presentation skills and powers of observation. We aim to widen students' cultural horizons by introducing them to the varied work of artists, craftspeople and designers from all cultures and enriching their personal resources. We look at a range of both traditional and contemporary practitioners and encourage students to study them for themselves.

You will have the opportunity to experiment with the following media:

- Painting: acrylic/watercolour/multimedia
- Drawing: pastel/pencil/colouring pencil/oil pastel
- Printmaking: poly-print/mono
- Three Dimensional Design: ceramics and sculpture
- Digital Photography
- Contextual studies: researching other creative media
- Visual analysis: art history and independent research
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PROGRESS TO FURTHER EDUCATION:

A Level Art or Photography

Art & Design, Fashion, Graphic Design Diploma (Various levels)

Foundation Diploma in Art and Design

CITIZENSHIP

CONTACT: Mr D Prendiville

EXAM BOARD: AQA

COURSE REQUIREMENTS:

GCSE Citizenship students should have an interest in current affairs, particularly in government and politics in the UK. An outcome is for students to be active citizens who are able to take part in society in a well-informed manner. The course will motivate and educate students to become thoughtful citizens who engage intelligently and enthusiastically with public life.

HOW THE COURSE WILL BE ASSESSED:

Students complete 2 x 1hr 45min papers at the end of Year 11.

COURSE DESCRIPTION:

Students will gain knowledge of democracy, government and law, and develop the ability to create sustained, well balanced arguments. Communication skills are increasingly sought after by employers. The specification will enhance students' writing and speaking styles.

Students complete the 5 topics over 2 years, beginning from the start of Year 10:

- Citizenship skills, processes and methods
- Life in Modern Britain
- Rights and Responsibilities
- Politics and Participation
- Active Citizenship

PROGRESS TO FURTHER EDUCATION:

You may like to consider an AS and A-levels in Sociology or Government and Politics.



COMPUTER SCIENCE

CONTACT: Mr V Lagdon

EXAM BOARD: OCR

COURSE REQUIREMENTS:

Interest in the technical aspect of computers along with a projected grade of 5 or above in Maths – exceptions will be allowed if discussed beforehand.

HOW THE COURSE WILL BE ASSESSED:

A single Controlled Assessment programming task is undertaken (NEA) but plays no part in the grade. However, the experience is a requirement and assists in preparation for paper 2 of the course. Paper 1 is based on theory and both papers currently count equally at 50% for each.

COURSE DESCRIPTION:

You will look into how computers are constructed and how information is put into a computer, managed and then output. You will learn about networks and how computers communicate at both a hardware and software level. There will also be a heavy emphasis on programming with Python used to teach programming fundamentals and then used for the programming project (NEA).

PROGRESS TO FURTHER EDUCATION:

There is an A level course that would follow on naturally from this course offered by OCR but as the course covers a wide range of computing techniques, this course could be followed by any A level computing course if required.

Creative iMedia

CONTACT: Mr S Gower

EXAM BOARD: OCR Cambridge Nationals in Creative iMedia is a GCSE equivalent qualification. Creative iMedia is graded differently from GCSEs and use the Pass, Merit, Distinction and Distinction* grades instead.

COURSE REQUIREMENT:

- Good work ethic in IT/Computing
- Prefer practical learning on a computer or paper based creative exercises
- Enjoy creative work such as planning work in mind maps and visualisation diagrams as well as creating graphics on Photoshop, designing websites and using editing media.

HOW THE COURSE WILL BE ASSESSED:

- 75% Controlled Assessment based on 3 Creative iMedia projects completed in class
- 25% Exam based on a case study

COURSE DESCRIPTION:

➤ **R081: Pre Production Techniques**– 1 hour and 15 minutes exam paper

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. In summary:

- ✓ Planning techniques such as mind maps, mood boards, visualisation diagrams, scripts, Gantt Charts & storyboards
 - ✓ Legal implications such as Data Protection Act, copyright and creative commons process
 - ✓ Technical aspects such as file formats and advantages some formats over others.
 - ✓ How media targets different demographic and psychographic groups
- **R082: Digital Graphics** (approx. 12 hours controlled assessment)
 - ✓ How to plan a digital graphic using mind maps, Gantt Charts and Visualisation Diagrams
 - ✓ Sourcing a range of copyright free assets
 - ✓ Creating a graphic for a poster or DVD cover on Photoshop
 - ✓ Evaluating the strengths and weaknesses of their graphic against the client brief
- **R085: Creating a Multipage Website** (approx. 12 hours controlled assessment)
- **R088: Creating a digital sound sequence** (approx. 12 hours controlled assessment)

PROGRESS TO FURTHER EDUCATION:



A Level Media and Level 3 Creative iMedia plus a wide range of ICT related apprenticeships

Drama

CONTACT: Mrs E Rockall

EXAM BOARD: AQA

COURSE REQUIREMENTS:

Assessment will be arranged as follows:

Devising Drama (practical and log book) 40%

Texts in practice (performance of a script) 20%

Understanding Drama (Written exam) 40% - 1 hr 45min

COURSE DESCRIPTION:

Throughout the course students will study a variety of dramatic styles and practitioners through both a practical and theoretical approach.

Students will study a variety of different texts from different genres and styles including comedy, abstract work and naturalism. They will learn to understand and interpret the meaning of these texts. Students will then use this knowledge to perform an extended extract of a script where they will be assessed on how they used their characterisation skills, vocal technique, physicality and finally their understanding and interpretation of the role.

Students will also look at the process of devising and use this skill to create their own piece. They perform this piece and then complete a log book to evidence the process.

Throughout the course students will go and see a variety of professional works which they will analyse and write about in their final exam. They will also be questioned on their own work and how they have developed their own character and overcome any issues

In taking this course students are committing to extracurricular responsibilities such as performing in productions, attending trips to see shows and taking control of their own rehearsal schedules by working in a group.

PROGRESS TO FURTHER EDUCATION:

A Level Theatre Studies

BTEC Performing Arts (Drama)



FRENCH

CONTACT: Miss L Showell

EXAM BOARD: Edexcel

COURSE REQUIREMENTS: The French GCSE is based on four units: listening, speaking, reading and writing.

HOW THE COURSE WILL BE ASSESSED:

Exam	Components	Assessment Timings	Dates and weighting
Paper 1: Listening and Understanding in French	There are two sections of the listening and understanding exam with instructions in English for section A and French for section B (students must respond to both).	Foundation: 40 minutes Higher: 50 minutes	May/June 25%
Paper 2: Speaking in French	There are three tasks involved in the speaking assessment. This includes a role-play, a picture-based task and a conversation. The speaking exam is set in French and will be set and recorded by your French teacher.	Foundation: 7-9 minutes Higher: 10-12 minutes	April 25%
Paper 3: Reading and Understanding in French	There are three sections for the reading and understanding exam which include multiple choice style questions, questions and instructions in French and a translation from French to English.	Foundation: 45 minutes Higher: 60 minutes	May/June 25%
Paper 4: Writing in French	The writing paper consists of questions set in French (with a suggested word count) and a translation from English to French.	Foundation: 70 minutes Higher: 80 minutes	May/June 25%

Students are not allowed to use dictionaries in any of the exams.

WHY LEARN FRENCH:

‘If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.’ Nelson Mandela

A foreign language opens new horizons and will be extremely useful no matter what career you envisage doing. Those who have foreign language skills will always have the edge in the job market; it is also possible to combine the study of a language with a wide range of other subjects in further education. Learning a language at GCSE gives you opportunities to learn other languages later in life, work abroad and travel abroad.

French makes up part of the EBacc (these are the subjects most likely to be required of preferred for entry to degree courses and ones that will keep the most options open).

PROGRESS TO FURTHER EDUCATION:

A Level French (option to study abroad)

Degree in French at University (option to study abroad)

People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons! Taking a language in GCSE means you will:

- add an extra dimension to your personal skills, which will impress anyone who reads your CV
- be in a stronger position to get a job in companies with international links or to work abroad

GEOGRAPHY

CONTACT: Mrs K Walker

EXAM BOARD: AQA

COURSE REQUIREMENTS:

As fieldwork is a compulsory element of GCSE Geography students will need to attend local field trips in both Year 10 and 11. This will involve additional costs and you will be advised nearer the time.

HOW THE COURSE WILL BE ASSESSED:

Students will sit 3 examinations

Paper 1: Living with the physical environment – 35% of GCSE – 1 hour and 30 minutes

Paper 2: Challenges in the human environment – 35% of GCSE – 1 hour and 30 minutes

Paper 3: Geographical applications – 30% of GCSE – 1 hour and 15 minutes

COURSE DESCRIPTION:

Year 10	Year 11
The Challenge of Natural Hazards	Urban issues and challenges inc. fieldwork to Brick Lane
The Changing Economic World	The Challenge of Resource Management
The Living World	Issue Evaluation
The Physical Geography the UK (inc. fieldwork to Chesil Beach)	

Students undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography.

PROGRESS TO FURTHER EDUCATION:

Course Options for next steps at KS5

A Level Geography links well with a variety of subjects studied in the Science, Arts and Humanity departments. It is also an excellent preparation for a career in planning, management, tourism, development, journalism and environmental studies.

HISTORY

CONTACT: Mr L Ellis

EXAM BOARD: AQA

COURSE REQUIREMENTS:

Students will be required to sit two exams, equally weighted. The exams will test students' ability to work with historical sources and interpretations, recall detailed information and write clear, detailed and structured paragraphs. 5% of total marks are awarded for the quality of each student's spelling, punctuation and grammar.

A three day residential trip to Krakow and Auschwitz will be offered to your child in Year 10 or 11.

COURSE DESCRIPTION:

The topics studied for GCSE History at Oakbank seek to build upon and expand many areas already studied at Key Stage 3. The choice of topics has been made carefully to give students a varied and interesting experience that will help them to understand our world and country plus support continued study at 'As' and degree level.

1. Conflict and tension 1918-39

A fascinating study examining the peace settlement at the end of World War One and how this, along with other factors, led to the start of World War Two twenty years later.

2. Britain – Health and the People

Students undertake a development study that investigates the major changes in medicine, surgery and public health from pre-history to the modern day. Particular attention is paid to the supernatural beliefs of the Ancient World, the treatment of the Black Death, the discovery of germs in the industrial period and the impact of the First and Second World Wars on twentieth century public health.

3. Elizabethan England 1568-1603

Students will study the life, times, challenges and achievements of one of the most famous monarchs in British history. This will include the voyages of Sir Francis Drake, the threat of Mary, Queen of Scots and the near-invasion by the Spanish Armada.

4. Germany 1890-1945



Students undertake a study of the rise and fall of democracy and how this impacted the lives of ordinary people under the Nazi regime. The Holocaust is also studied as part of this unit.

PROGRESS TO FURTHER EDUCATION:

GCSE History is a potential component of the English Baccalaureate. It is also essential for any student wishing to do an A-level in History or study the subject at university. They will know that students: can understand what people think and feel; can gather and read different kinds of information; can look carefully at information and check it for bias or propaganda; can read maps, graphs and other diagrams; can communicate well both verbally and in written form. History is a good qualification for lawyers, journalists, secretaries, writers, accountants, TV researchers, policemen and women, politicians, civil servants to name but a very few possible careers.

MUSIC

CONTACT: Ms K Tingley

ESAM BOARD: OCR

COURSE REQUIREMENTS:

You need to be proficient at playing an instrument or singing.

Students should be practising every day to prepare for their GCSE music and should be attending regular instrumental or singing lessons. These lessons typically cost between £50-£120 per term, depending on group sizes and the provider. Funding from the school may be available for instrumental lessons if cost is a barrier. Contact Miss Tingley in order to set up instrumental or singing lessons.

COURSE DESCRIPTION:

We will explore key music in the development of Popular and Classical Western music and the music of different cultures from around the world, through practical activities, discussion and active listening. You will have the opportunity to choose your performances (including with peers) and compose in a way that suits you.

HOW THE COURSE WILL BE ASSESSED:

30% two performances (one solo and one ensemble)

30% two compositions (one of which is to a set brief)

40% listening exam (duration 1hr 30 mins), covering music from the following areas of study:

- **The Concerto Through Time** (orchestral music from the Baroque, Classical and Romantic eras)
- **Rhythms of the World** (Indian, Mediterranean, Middle-Eastern, African and Central & South American)
- **Film Music** (including music for video games)
- **The Conventions of Pop** (popular music from the 1950s to the present day)

PROGRESS TO FURTHER EDUCATION:

After achieving a GCSE in music, students could continue with A Level Music or a Level 3 BTEC in Music or Performing Arts. In addition, many Music Colleges and Conservatoires offer 'junior' courses.

Careers in the Music Industry include: performing, composing, sound engineering, editing, recording, broadcasting, agency work and managing (representing artists), talent spotting, journalism and publishing.

GCSE PHYSICAL EDUCATION

CONTACT: Miss K Mullins

EXAM BOARD: AQA

COURSE REQUIREMENTS:

The aim of GCSE Physical Education is to equip students with an active interest in sport which they can utilize and develop in their adult lives. We will offer pupils a diverse programme to allow them to find their own particular interests and strengths. To do this, all pupils will follow a programme which will include team games, racquet sports, individual activities, and fitness. All pupils will have three lessons of GCSE P.E. a week. One of these will be a practical lesson and two will be theory lessons. The course builds on the knowledge; understanding and skills established in Key stage 3 Physical Education. It will give students exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle. In theory lessons, pupils study sports science, training and health in relation to exercise as well as the use of data in measuring and analysing performance.

Aptitudes Needed - An enthusiastic approach towards all sports with a willingness to learn and improve your own ability and skill level. You need to be organised and bring the correct kit for every lesson and complete all the homework set. Theoretically it is important to have a good foundation knowledge in preparation for theory lessons. You need to have a sound level of sporting ability in most sports and be able to play in at least one school team. You need to be taking part in sport on a regular basis outside of school as well as playing for the school teams for at least one sport.

Assessment Structure

Paper 1: The human body and movement in physical activity and sport

- Applied Anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Paper 2: Socio-cultural influences and well-being in physical activity and sport

- Sports psychology
- Socio-cultural influences
- Health, fitness and well being
- Use of data

Two Written Exam Papers - 1 hour 15 minutes each - 78 Marks per paper – Equivalent to 60% of GCSE

Practical performance in physical activity and sport - 100 Marks – Equivalent to 40% of GCSE (Non-exam assessment):

- Students will be assessed in their practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).
- Coursework -. Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity

Future Pathways

- Higher Education courses in Sports Science, Leisure & Recreation, Education, Physiotherapy, Occupational therapy.
- Careers in management, medical professions, education, leisure industry, armed forces, uniformed services

Cambridge National PHYSICAL EDUCATION

EXAM BOARD: OCR Cambridge National Sports Studies

COURSE:

The course provides an excellent start for vocational study, contributing to a broad curriculum offer and enables progression to Level 3 vocational qualifications, such as our Cambridge Technicals, or A Level.

Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They'll learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Students develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and how this shapes the sports industry.

Cambridge Nationals use both internal and external assessment and have a range of exciting units to choose from. Both qualifications have the same structure with two mandatory units and a choice of optional units. The externally assessed unit contributes 25% of the marks for the Certificate size qualification.



We recommend that all students taking Cambridge National PE continue their involvement in sport outside of school, this helps to maintain fitness levels but also support their development on the practical side.

Components:

Mandatory units

1. Contemporary issues in sport – 60 Marks

Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.

2. Developing sports skills – 60 Marks

Students try out a range of sports-related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities.

Optional Units

- Sports Leadership
- Sport and the media
- Working in the sports industry
- Developing knowledge and skills in outdoor activities

PROGRESS TO FURTHER EDUCATION:

Cambridge Nationals are vocational qualifications, equivalent to GCSEs, for 14–16 year olds. They provide an excellent foundation for progression to **Cambridge** Technical and other Level 3 vocational qualifications as well as A Levels and apprenticeships.

Please Note: The GCSE PE and the OCR Nationals Sport Studies are equivalent qualifications – they are worth the same and cover much of the same material. Both require written work and work completed in a classroom, as well as physical elements. The options form will only ask for 'PE/Sports' as an option to select. Once you have signed up for the subject the PE staff will decide



which of the two courses would suit you best and provide you with the highest possible outcome at the end

DESIGN AND TECHNOLOGY – RESISTANT MATERIALS

CONTACT: Mr Stead

EXAM BOARD: EDEXCEL

This qualification is linear. Linear means that the students will sit all their exams and submit all their non-examined assessment at the end of the course.

Paper 1 50% of the GCSE

What's assessed?

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- Written exam: 1 hour 45 minutes
- 10 marks
- 50% of GCSE

Questions.

Section A - Core knowledge (40 marks)

A mixture of short and longer answer questions assessing the breadth of core knowledge and understanding.

Section B – Specialist technical principles (60 marks)

A mixture of questioning methods to assess a more detailed and in depth knowledge of technical principles.

Within the question paper, 15% of the marks are made up of maths and science questions.

Non- examined assessment (NEA) 50% of GCSE

What's assessed?

- NEA: A researched, planned and manufactured product for a client
- 100 marks
- 50% of GCSE



A substantial design and make task

Assessment criteria

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing and evaluating

Students will produce a prototype and a portfolio of evidence

Work will be marked by teachers and moderated by Edexcel

COURSE DESCRIPTION:

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology, including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

GCSE Design and Technology allows students to study core technical principles and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

PROGRESS TO FURTHER EDUCATION:

A level Design and Technology develops your knowledge further with project work in areas such as:

- Engineering
- Fashion and textiles
- Product design

Technical and applied (vocational) qualifications in areas such as:

- Building
- Computing/IT

- Construction
- Design
- Engineering
- Fashion

Students who choose Design and Technology Resistant Materials cannot take Engineering.

DESIGN AND TECHNOLOGY – ENGINEERING

CONTACT: Mr Stead

EXAM BOARD: CAMBRIDGE NATIONALS Level 1 & 2 Award

This qualification is linear. Linear means that the students will sit all their exams and submit all their non-examined assessment at the end of the course.

Paper 1 Design briefs, design specifications and user requirements

(R105 – 1 hr written paper - 25%)

What's assessed?

This unit explores the relationship between the design brief and the design specification and how the specification is used to develop a new product. Wider influences such as market pull/ technological push, cultural and fashion trends, legislative requirements and lifecycle analysis (along with others) are considered when designing and developing ideas.

Non- examined assessment (NEA)

Product Analysis and Research (R106 – Controlled Assessment - 25%)

Students learn how commercial production methods impact on the design of products and components. Primary and secondary research will be conducted, to identify the strengths and weaknesses of existing products and a summary of research outcomes will be illustrated through charts/ diagrams, digital evidence or sketches and notes.

Developing and presenting engineering designs (R107 – Controlled assessment - 25%)

Students build on their existing knowledge of free hand sketching in 2D and 3D to develop and generate ideas using a range of techniques including rendering and using shade, tone and texture to communicate ideas. Students will also be expected to be proficient in utilising technical drawing techniques in 3D such as Isometric, oblique, exploded views and assembly drawings. 2D techniques include 3rd angle orthographic, scaled drawings, technical labelling sectioned views



and relevant notes and annotation. Students will also be taught how to model their ideas in 3D using Computer Aided Designing software.

3D design realisation (R108 – Controlled assessment - 25%)

In order to realise a 3D prototype, pupils must consider different planning processes that help to consider specification, time, availability of resources/ materials, safety and testing prior to

manufacturing. Students are expected to develop production plans that assess risks, hazards and precautionary measures; to demonstrate safe use of the workshop tools and equipment and select and use appropriate tools and processes to produce a prototype. Students will then undertake testing of the prototype and their own performance.

Why pick Engineering? Students should pick Engineering if they have a passion for re-designing or improving existing products and are able to sketch and model new ideas. They should also have an interest in using computers to generate, develop and manufacture ideas. An eye for detail is essential and they must be able to show initiative when completing assignments independently.

PROGRESS TO FURTHER EDUCATION:

A level Design and Technology develops your knowledge further with project work in areas such as:

- Engineering
- Product design

Technical and applied (vocational) qualifications in areas such as:

- Building
- Computing/IT
- Construction
- Design
- Engineering

Students who choose Engineering cannot take Design and Technology Resistant Materials.

Enterprise and Marketing

CONTACT: Mr S Gower

Course Summary:

Students will learn about how the world of business works and work on your own new business proposal. Amongst other topics, you will learn about planning, finance, marketing and economics.

Exam Board: OCR Cambridge Nationals in Enterprise and Marketing is a GCSE equivalent qualification. It is graded differently from GCSEs and use the Pass, Merit, Distinction, and Distinction* grades rather than the 9-1 grades.

Course Requirements:

- An interest in Business, enjoy watching Business shows such as Dragon's Den and The Apprentice
- Enjoy extended writing and completing projects on a computer
- Ability to use practical maths to solve problems and enjoy analysing figures
- Willingness to take part in business enterprise outside the classroom

How the Course will be Assessed:

Unit R064: Enterprise and marketing concepts: 50% of course marks. 1 x 90 minute exam paper at the end of Year 11. The papers will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Unit R065: Design a business proposal: 25% of course marks. Students will need to write a detailed business proposal, as a business plan for prospective investors. This will include undertaking careful market research, designing a product or service for a particular target market and calculate projected sales, costs, break-even point, etc

Unit R066: Market and pitch a business proposal: 25% of course marks. Students will create a brand identity and promotional plan for their product proposal, developed in Unit R065. In a similar style to shows such as Dragon's Den and the Apprentice, students will be able to pitch their product proposal to an external audience after completing a practice pitch, and complete a review of both their pitching skills and product proposal, using their learning from this qualification, self-assessment and feedback generated.



Hospitality and Catering

CONTACT: Mr T Wall

Exam Board: WJEC Level 1 & 2 Award

The WJEC Level 1/2 Award in Hospitality and Catering has been designed to support learners who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units: Unit 1 The Hospitality and Catering Industry Unit 2 Hospitality and Catering in Action Learners must complete both units.

This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful.

There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

WJEC Vocational Awards in Hospitality and Catering consist of two units:

Hospitality and catering industry: focuses on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector

Hospitality and catering in action: develops learners' practical skills for planning, preparing, cooking and presenting nutritional dishes meeting the client needs



Department
for Education

HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

- English language and English literature
- Maths
- Science
Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science
- History or Geography
- A language
Ancient or modern



WHAT IS THE EBACC?

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.

The Centre for Longitudinal Studies,
August 2017



Oakbank

LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

"Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer."

Steve Casoidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

The Russell Group has named languages as subjects that open doors to more degrees at universities.

(The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

"Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers."

Dr Adam Marshall, Director General of the British Chambers of Commerce

WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.

Schools where more pupils select the EBacc at GCSE maintain the number of pupils that select arts.

Trends in arts subjects in schools with increased EBacc entry July 2017



Further Information

Search EBacc on GOV.UK for more information.

You should also get in touch with your child's school directly – they will be able to tell you about their specific GCSE and EBacc offer and explain all of your child's options.