

KS4 Pathways

Booklet

2023-2025





Pathways

Dear Student,

Welcome to the start of the GCSE Pathways process! This is a really exciting time for you, as you are in a position to begin shaping the rest of your academic career. The curriculum offer has taken into consideration your views, aspirations and interests; as well as the courses you will need in order to give you the best chance of achievement and progression for future opportunities. The information provided in this booklet will give you guidance to help you make informed decisions about the right courses to follow over the next two years.

The key to making a successful decision is to gather as much information as possible. Tonight's options evening is the start of this process as it allows you a chance to talk with subject experts, examine the courses available in more detail, and look at examples of work or the structure of assessment and examinations. However, taking an informed decision is much more than just the qualification itself; this is a moment to think beyond the next two years and consider how these options will help set you up for your future career pathway or aspirations. It is also perfectly fine to be uncertain about what your future holds, and it may be that you want to select a broad range of subjects at Key Stage 4 that allow you to remain flexible and study a range of different subjects to learn different skills. We therefore encourage you to reflect on what you hear this evening and spend some time in the coming weeks considering potential sixth form or college pathways for Post 16, and what these subjects could lead to in terms of apprenticeships, university pathways or entering the world of work.

To support your thinking, we would encourage all students to reflect on the following questions when deciding their options:

- What are your strengths?
- What interests do you have?
- What do the option choices involve and what careers may they lead to?
- What are your Post 16 plans?
- Which university or apprenticeship route would you like to take? Remember to Aim High!

Your choice needs to be personal to you and support you in the next phase of your education. It is important that you also discuss your plans with both your family and teachers; use their expertise to help you sense check your thinking. Your form tutor, Head of Year and the wider staff body are all here to support you through this process. We all look forward to walking alongside you in the coming weeks and months as we work together to support you achieving outstanding results in Year 11 which provide you with the currency to access your future aspirations.

Kind Regards

Mr Masson
Deputy Headteacher

Mrs Walker
Assistant Headteacher

GCSE Pathways 2023: Achieving Excellence

The main aims of the curriculum offer at Oakbank School are to:

- Inspire students to become lifelong learners who are curious about the world around them
- Prepare students for the next phase of their education, enabling them to make a positive contribution to the local and national community
- Provide breadth and balance to their curriculum diet whilst recognising the academic rigor of English Baccalaureate subjects in preparing students for progression and study.

With this context, within the Key Stage 4 curriculum we:

- **Recognise the importance of core subjects:** Success in English, Mathematics and Science provides a solid foundation for progression onto higher level courses and future careers.
- **Provide coherent learning packages and progress:** As students start to develop their own preferences aligned with their future aspirations, we ensure they are studying coherent learning packages that results in clear routes of progression post 16.
- **Ensure chances of success:** We use prior attainment and national testing data to ensure each student can reach their potential. We provide a clear indication of the likely progress of students on particular courses and make firm recommendations to students and parents.
- **Offer guided choices:** Key Stage 4 offers greater choice for students following the compulsory curriculum they studied at Key Stage 3. However, it remains broad enough so that the curriculum can motivate, challenge and prepare students effectively for further learning, employment and adult life in general.

GCSEs and Vocational Courses

GCSEs (General Certificate of Secondary Education) are the main qualifications taken by 14-16 year olds. The qualification mainly involves studying the theory of a subject which is then tested in an examination taken at the end of the course (the summer of Year 11.) A small number of subjects which are practical in nature, such as Physical Education or Music, have a non-examined element (NEA) which is completed in controlled conditions throughout the duration of the course. This is usually marked internally and then submitted to the exam board for external moderation. Subjects which have NEA components split the weighting between the NEA result and the exam result to provide an overall grade. All GCSE grades are awarded on a numerical system from Grade 1 to Grade 9.

A small number of courses are defined as 'vocational and technical qualifications.' These subjects have a greater weighting on work developed over the duration of the course which completes a portfolio of units. In recent years, vocational and technical qualifications have re-introduced an external examination, but these may be taken at different times throughout the course. More details are provided alongside the relevant vocational courses contained later in this booklet.

The English Baccalaureate

The government introduced the English Baccalaureate several years ago to recognise achievement in a specific range of subjects. This is not an additional qualification, but is a recognition that a student has a well-rounded academic education and a Grade 5 or above in the following subject combinations:

EBacc Core subjects:

GCSE English Language
GCSE English Literature
GCSE Mathematics
GCSE Science

EBacc Option Subjects:

GCSE French
GCSE Geography
GCSE History
GCSE Computer Science

Following the introduction of this pathway, universities and apprenticeship providers have confirmed that they favour students who have this blend of subjects at GCSE level as they are well prepared for further study both in terms of general knowledge and understanding but importantly from exposure to a range of important skills and study habits. We have adapted our pathways process to reflect our schools' ambition to enable students to be well prepared for their next phase of education and therefore strongly recommend students who wish to pursue an A-Level and University pathway to consider these subjects when selecting their option choices.

Before making your final choices, you should make sure that:

- You **READ** all the information you are provided.
- You will **ENJOY** studying the subject (being careful to distinguish between your opinion of the subject and the teacher).
- You have considered **ADVICE** from your tutor and subject teachers.
- You have considered **MORE ADVICE** from parents/carers, older brothers and sisters and older students.
- You are **CAPABLE** of studying the subject to examination level. (Consult your current subject teachers)
- The **COMBINED WORK LOAD** of all the subjects is not too easy or too difficult.
- If you have a particular **CAREER** area in mind, consult with our Careers Adviser to determine if specific subjects are required.
- Make sure you **DO NOT** choose subjects to be with your friends. The school will decide on the structure of teaching groups, and friendships will not be a factor.

Useful resources

- <https://nationalcareersservice.direct.gov.uk> – Database of careers containing job profiles.
- <https://www.ucas.com/> - the official University applications website. Find out everything you need to know about applying for university.
- <https://www.gov.uk/topic/further-education-skills/apprenticeships> - everything you need to know about apprenticeships.

KS4 Academic Pathways

There are three recommended pathways at Oakbank School which are designed to help you make the right choices to support your future aspirations. Students will be guided to follow a pathway based upon their prior attainment and progress to date. Each pathway includes a different possible combination of subjects that provide students with the skills and knowledge needed for progression to post 16 study and therefore allow students to remain in education, or training-based employment, until their 18th birthday, fulfilling government expectations.

Pathway	KS4 Learning Package
Pathway 1	Core subjects (GCSE English Language, English Literature, Mathematics, Science) GCSE Geography or GCSE History GCSE Geography or GCSE History or GCSE Religious Studies or GCSE French GCSE free option
Pathway 2	Core subjects (GCSE English Language, English Literature, Mathematics, Science) GCSE Geography or GCSE History GCSE free option
Pathway 3	Core subjects (GCSE English Language, English Literature, Mathematics, Science) Additional Literacy/Numeracy support Reduced number of subjects to allow for an alternative learning package

The above pathways have been designed to ensure you have access to a balanced curriculum at Key Stage 4.

Initial preferences have been gathered from you which have then been analysed and used to support the development of the above pathways.

You will be notified of your guided pathway over the course of the next week along with information about how to access the Options Online software in order to select and submit your subject preferences.

Subject offer(s)

It is important that you are aware that there is always a possibility that a particular subject may not be popular enough to make up a viable class; we reserve the right to withdraw subjects in this case. You will be asked to select a reserve choice, regardless of which guided pathway you are on, and these will automatically be inserted to replace a withdrawn subject or where subject blocking causes a clash from a timetabling perspective. We will keep students and parents informed if this need arises.

It is also possible that more students wish to take a subject than can be accommodated; in this case some students will be asked to move to a reserve choice. The decision to allocate students will be made on a 'first come, first served' basis. While it is our aim to ensure as many students as possible can study their first choices, we cannot guarantee that students will get their first choices.

It is important that advice and guidance offered by Oakbank School is taken on board and students follow the most appropriate choice of pathway to give them the best possible chance of success in their GCSEs.

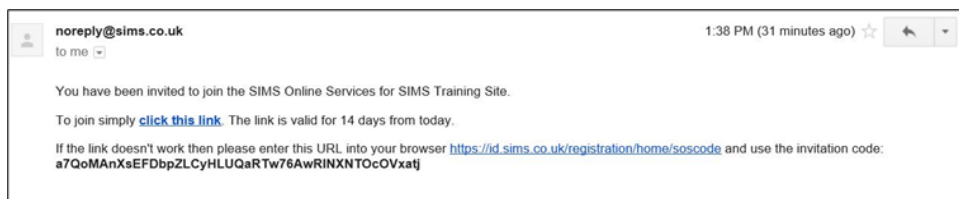
SIMS Options Online

You will submit your subject preferences using an online system called 'SIMS Options Online.' This website will guide you through the different subject choices dependent on your guided pathway and allows a quick and easy way to submit your preferences to us.

The step-by-step information below will help you to access the system and submit your preferences by the deadline.

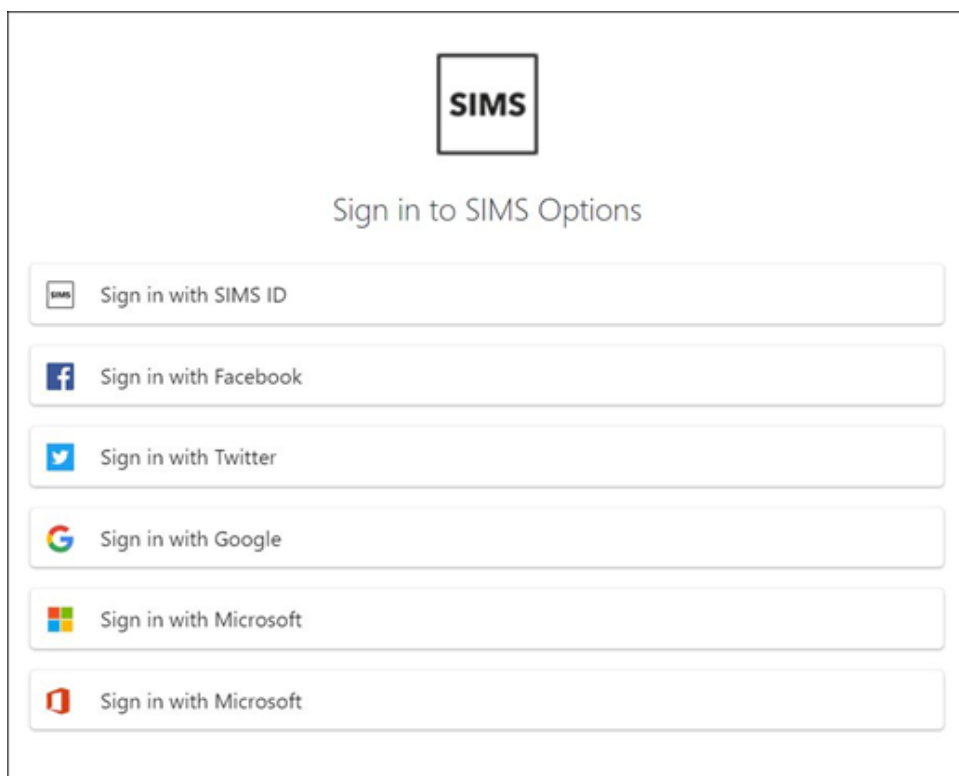
Step 1

An email will be sent to your Oakbank student email address by Friday 17th March inviting you to access the system. This email will be from the following address: noreply@sims.co.uk. It will look similar to the one below.



Step 2

You should click on the link provided, or copy the URL provided into a web browser.



You will then be asked to sign in with the relevant provider. You should use your Microsoft 365 account using your Oakbank School log in details. Once logged in, you will need to enter the code provided in the registration email into the Invitation Code field.

You will then need to verify the account by answering a security question.

Registration

You will have received an invite code from either Capita SIMS for a new service or from your school administrator if you are being invited to join a school service.

Please enter the code below and tap or click Register.

Name	<input type="text" value="Jordan Acton"/>	(not you?)
Signed in with	<input type="text" value="Google"/>	
Invitation Code	<input type="text" value="a7QoMaRxx3FDbpZlCyHlUQaKtw76AwRlNXNTOcCVhaJ"/>	
<input type="button" value="Register"/>		

Registration - Answer Security Questions

You are required to provide a second piece of information to confirm your identity.

Please answer the following question.

What is your date of birth? (dd/mm/yyyy)

Verify

You are then required to log into the account to gain access to the active options plan. You will only be shown your own course choices screen linked to your guided pathway and no personal details are displayed. You may see some notes added by the school to help you navigate certain choices. For example, you must choose History or Geography.

This page lets you make your GCSE choices. Some subjects are compulsory at GCSE level. These are: English, Maths and Sciences.

More information can be found on the school website <http://www.GAbbeyschool.co.uk>

You should then make your choices by clicking on the course item from the screens displayed. Selections are displayed to the right of the screen and the order of preference can be changed by clicking on the course name and then clicking on which course you wish it to replace. Options will move the other courses down a level of preference by default. You will be able to see the subjects you have selected as your main and reserve choice.

Students MUST choose 1 of the subjects below.

You have chosen **1** of **1** courses from this list:

Latin GCSE 9-1 Full Course <small>(1) This course is also available in Open Choice</small>	History GCSE 9-1 Full Course <small>(1) This course is also available in Open Choice</small>
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Open Choice

Students MUST choose 1 of the subjects below.

You have chosen **0** of **1** courses from this list:

French GCSE 9-1 Full Course <small>(1) This course is also available in Open Choice</small>	German GCSE 9-1 Full Course <small>(1) This course is also available in Open Choice</small>
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Open Choice

Students should choose one course and one reserve from the list below.

You have chosen **2** of **2** courses and **1** of **1** reserves from this list:

Art GCSE 9-1 Full Course Reserve	Computer Studies GCSE Full Course Reserve	Drama GCSE 9-1 Full Course Reserve
English GCSE 9-1 Full Course Reserve	German GCSE 9-1 Full Course Reserve	Geography GCSE 9-1 Full Course Reserve
<small>(1) This course is also available in Languages</small>	<small>(1) This course is also available in Languages</small>	<small>(1) You have selected this course in Partnership</small>
History GCSE 9-1 Full Course Reserve	Music GCSE 9-1 Full Course Reserve	Physical Ed GCSE 9-1 Full Course Reserve
<small>(1) This course is also available in Humanities</small>		
Resilience Materials GCSE Full Course Reserve	Sociology GCSE Full Course Reserve	

When all selections have been made the choices should be saved by clicking the save icon to the top left and then you should sign out of Options Online.



Core Subjects

ENGLISH LANGUAGE AND ENGLISH LITERATURE

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

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 strands of Mathematics; Number, Algebra, Ratio and Proportion, Geometry and Measure, Probability and Statistics.

At GCSE you will be taught in sets based on ability. Your setting will determine whether you will study the higher or foundation elements of the course. Normally sets 1 and 2 will study the Higher and sets 3 and 4 will study the Foundation paper. However, this is flexible and we will make a decision that we believe will enable you to achieve the best grade you can.

The topics taught at GCSE will build upon those studied at Key Stage 3, the GCSE encourages students to demonstrate deeper understanding by:

- Placing more emphasis on problem solving, reasoning and communications.
- There are more formulae that students will need to memorise for the examinations.

During the GCSE course you will be expected to be independent in and outside of the classroom. E-learning packages such as Sparx Maths will be used to reinforce learning and retrieval of topics. Students are encouraged to revisit topics regularly to develop their memory and understanding of topics. This can be done using the MemRi and Fix Up 5 functions.

SCIENCE

EXAM BOARD: AQA

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

Pathways in science

In science we offer two different pathways to be able to cater for the different requirements and also challenge our learners. The combined science route allows all students to achieve a double qualification in science whilst the triple science route builds upon the combined science route by studying the topics in more depth.

Triple Science

Students who study triple science will be awarded three separate qualifications in Biology, Chemistry, and Physics. This is a more demanding route as each science is studied in greater depth through additional content. This means that learning will progress at a rapid pace.

Access onto the triple science route will be determined by performance in class, home learning, and assessments throughout Year 9 & 10. As much of the content is similar to combined there will not be a significant difference until the latter half of Year 10 and most of Year 11. Streaming onto the triple science pathway will initially be determined by the school and then communicated with families.

Combined Science

All students must study science. Those who do not study the triple science route will automatically be placed on the combined sciences pathway enabling them to achieve two GCSEs in the sciences. They must study all three sciences as part of the qualification. The final grade is determined by the average performance across all three 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.

Combined Science Route

	Written papers (times and percentage allocation)		
AQA Combined Science: Trilogy GCSE (2 GCSEs)	Biology paper 1 75 minutes - 16.7%	Chemistry paper 1 75 minutes - 16.7%	Physics paper 1 75 minutes - 16.7%
	Biology paper 2 75 minutes - 16.7%	Chemistry paper 2 75 minutes - 16.7%	Physics paper 2 75 minutes - 16.7%

Triple Science Route

	Written papers (times and percentage allocation)	
AQA Biology GCSE	Biology paper 1 105 minutes – 50%	Biology paper 2 105 minutes – 50%

AQA Chemistry GCSE	Chemistry paper 1 105 minutes – 50%	Chemistry paper 2 105 minutes – 50%
AQA Physics GCSE	Physics paper 1 105 minutes – 50%	Physics paper 2 105 minutes – 50%

COURSE DESCRIPTION (Both for Combined Science and Triple Science Route):

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 triple science course adds and expands on the themes listed below.

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. The final tier entry decision is made in Year 11 based on students' progress through Years 9, 10 & 11, and internal examination results.

Biology	Chemistry	Physics
<ul style="list-style-type: none"> • Cell biology • Organisation of plants and animals • Infection and response • Bioenergetics • Homeostasis and response • Inheritance, variation and evolution • Ecology 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Energy • Electricity • Particle model of matter • Radioactivity • Forces • Waves • Magnetism & electromagnetism • Space (triple science 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. Nearly all providers in the local area will ask students to demonstrate a grade 6-6 or above in order to study an A-Level science course.

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 enduring 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.



Optional Subjects

ART AND DESIGN

EXAM BOARD: AQA

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

HOW THE COURSE WILL BE ASSESSED:

The course consists of 60% portfolio (non-examined assessment) and 40% external exam. The portfolio will involve a range workshop style lessons concentrating on techniques and exploration alongside independent extended projects which allow you to develop your experimentation and artistic ideas. The examination asks candidates to respond to a stimulus that is provided by the exam board in January of Year 11. Students will fully prepare in advance through research and experimentation which will then be brought together in a 10 hour final examination where candidates will create their own artistic response to this stimulus. There is no written paper.

COURSE DESCRIPTION:

Art and Design 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 a range of 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

PROGRESS TO FURTHER EDUCATION:

A Level Art or Photography

Foundation Diploma in Art

There is a wide range of Art & Design based courses that could stem from a GCSE in Art and Design: graphic design, animation, jewellery, games design, concept art, make up, illustration, theatrical, stage sets, prop design, sculpture, architecture, photography or product design.

CREATIVE iMEDIA

EXAM BOARD: OCR Cambridge National

COURSE REQUIREMENT:

- Good work ethic and a working understanding of IT systems and/or software such as Photoshop
- 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.

COURSE DESCRIPTION:

Creative iMedia is a Level 2 vocational and technical qualification so is equivalent to a GCSE. Creative iMedia is graded differently from GCSEs and use the Pass, Merit, Distinction and Distinction* grades instead. It has the same academic worth as a GCSE subject but differs in its approach to coursework and examination. It is made up of four components:

Creative iMedia and the media industry– 1 hour and 30 minutes exam paper (70 marks) worth 40% of the overall mark.

This is assessed by taking an exam. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

Two coursework units are then undertaken which each count for 30% of the total grade awarded.

Visual identity and digital graphics 12-15 hours controlled assessment (70 marks)

This is assessed by completing a set assignment. In this unit you will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

and

Interactive digital media: This is assessed by completing a set assignment. In this unit you will learn how to plan, create and review interactive digital media products.

Topics include:

- Plan interactive digital media
- Create interactive digital media
- Review interactive digital media

DESIGN AND TECHNOLOGY

EXAM BOARD: EDEXCEL

COURSE REQUIREMENTS:

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.

HOW THE COURSE WILL BE ASSESSED:

Written exam: 1 hour 45 minutes 50% of the GCSE

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

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

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

Students will produce a portfolio of evidence. The work will be marked by teachers and moderated by Edexcel.

PROGRESS TO FURTHER EDUCATION:

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

Fashion and Textiles

Engineering

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

• Building	• Computing/IT
• Construction	• Design
• Engineering	• Fashion

DRAMA

EXAM BOARD: AQA

COURSE REQUIREMENTS:

Watching, analysing and evaluating a live performance is a compulsory element of GCSE Drama. Students will need to attend theatre 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:

Written Exam: Understanding drama- 40%

Practical exam: The performance of a scripted extract 20%

NEA work: Devising Drama and written log book – 40%

COURSE DESCRIPTION:

Year 10	Year 11
<ul style="list-style-type: none">• A focus on key terminology and small scripted pieces	<ul style="list-style-type: none">• Devising log book
<ul style="list-style-type: none">• A practical and theory study of the play 'Blood Brothers'	<ul style="list-style-type: none">• A study of the play 'Teechers'
<ul style="list-style-type: none">• A study of the play 'Too much punch for Judy'	<ul style="list-style-type: none">• Scripted performance
<ul style="list-style-type: none">• Devising performance	

Throughout the course students will study a variety of dramatic styles and practitioners both practically and theoretically. Students will study a variety of texts from different styles and genres. Students will also look at the process of devising and use this skill to create their own piece, and write about it in their log book.

PROGRESS TO FURTHER EDUCATION:

Throughout the GCSE course pupils will learn to become confident performers, they will have an understanding of theatre and develop many transferable skills and expand their horizons. For example, students learn to collaborate with others, think analytically and evaluate effectively. They will gain the confidence to pursue their own ideas, reflect and refine their efforts. Students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace. This course ensures continuity for students progressing from GCSE Drama to AS and A-Level Drama and Theatre, BTEC Performing Arts and A-Level Performing Arts.

FRENCH

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:

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.

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

EXAM BOARD: AQA

COURSE REQUIREMENTS:

As fieldwork is a compulsory element of GCSE Geography, students will need to attend local fieldtrips 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 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
<ul style="list-style-type: none">• The Challenge of Natural Hazards	<ul style="list-style-type: none">• Urban issues and challenges inc. fieldwork to Brick Lane
<ul style="list-style-type: none">• The Changing Economic World	<ul style="list-style-type: none">• The Challenge of Resource Management
<ul style="list-style-type: none">• The Living World	<ul style="list-style-type: none">• Issue Evaluation
<ul style="list-style-type: none">• The Physical Geography the UK (incl 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:

At A-Level, geography is a 'facilitating' subject and one of the choices likely to secure you a place at a top university. Its combination of physical and social sciences, data skills and real-world applications, makes geography a highly relevant subject to study and the perfect companion to any other humanities, arts or science subjects.

At undergraduate level, Geography boasts some of the highest satisfaction rates and lowest dropout rates. Geography graduates are also very well prepared for employment in a wide range of sectors, meaning they are very employable.

And at all levels, Geography is the bridge between the natural and social sciences, providing its own specialist knowledge and skills and the valuable interdisciplinary approaches needed to address pressing global issues from climate change and migration to environmental change and social cohesion.

HISTORY

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 detailed and structured essays.

HOW THE COURSE WILL BE ASSESSED:

Students will sit 4 papers across 2 examinations.

The broad topic areas assessed are:

- Conflict and Tension – the interwar years of 1918-1939
- Britain: Health and the people
- Elizabethan England 1578 – 1603
- Germany 1890 - 1945

COURSE DESCRIPTION:

Year 10	Year 11
<ul style="list-style-type: none">• Conflict and Tension: Peacemakers after WW1	<ul style="list-style-type: none">• Elizabethan England: How Elizabeth handled her job and dealt with threats
<ul style="list-style-type: none">• Medicine: Ancient Medicine	<ul style="list-style-type: none">• Germany: The Kaiser and the Weimar Republic
<ul style="list-style-type: none">• Conflict and Tension: The League of Nations	<ul style="list-style-type: none">• Elizabethan England: Life during Elizabeth's reign.
<ul style="list-style-type: none">• Medicine: Changes in the Middle Ages, Renaissance and Industrial Periods	<ul style="list-style-type: none">• Germany: Life for German people when the Nazis were in charge.
<ul style="list-style-type: none">• Conflict and Tension: Causes of WW2	
<ul style="list-style-type: none">• Medicine: Changes in 20th century medicine	

PROGRESS TO FURTHER EDUCATION:

GCSE History is essential for any student wishing to do an A-Level in History or study the subject at university. History students will gain useful skills. For example, historians 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, teachers, politicians, civil servants, and many other professions.

HOSPITALITY AND CATERING

EXAM BOARD: WJEC Level 1 & 2 Award

COURSE REQUIREMENTS:

An interest in the hospitality service industry.

Ability to prepare, cook and plate food within time constraints

HOW THE COURSE WILL BE ASSESSED:

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

Unit 2 Hospitality and Catering in Action: develops learners' practical skills for planning, preparing, cooking and presenting nutritional dishes meeting the client needs.

COURSE DESCRIPTION:

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.

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.

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.

PROGRESS TO FURTHER EDUCATION:

Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

Career opportunities: Accommodation manager, Catering manager, Chef, Conference centre manager, Event manager, Fast food restaurant manager, Hotel manager.

MUSIC

EXAM BOARD: Edexcel

COURSE REQUIREMENTS:

Students will need to be Grade 3 or equivalent on a chosen instrument, including singing, and will need to continue with lessons throughout the GCSE course. Lessons are available in school with some school funding for PP students but lessons outside of school are also accepted.

Please contact Mrs Pyper if you are unsure.

HOW THE COURSE WILL BE ASSESSED:

Performance – 30% - one solo performance and one ensemble performance on their chosen instrument.

Composition – 30% - two compositions, one of which is set to a brief from the exam board.

Exam – 40% - Students will learn 8 Set Works covering a range of different genres e.g.

Classical, Popular, Film Music and World Music.

COURSE DESCRIPTION:

Year 10	Year 11
John Williams <i>Rebel Blockade Runner</i>	Esperanza Spalding <i>Samba Em Preludio</i>
Bach <i>Brandenburg Concerto No.5</i>	Queen <i>Killer Queen</i>
Afro Celt Sound System <i>Release</i>	Purcell <i>Music for a While</i>
Beethoven <i>Piano Sonata No.8</i>	Stephen Schwartz <i>Defying Gravity</i>
Performance 1	Performance 2
Composition 1	Composition 2

PROGRESS TO FURTHER EDUCATION:

Studies in neuroscience show that studying music can enhance brain function in children so very often children are encouraged to keep up their music education for as long as possible to help them achieve higher in their other subjects. Studying music at GCSE can lead students on to A Level, BTech and junior courses at Music Colleges. Students may be interested in careers in the music industry such as live events production, digital music, sound technology, media and communication as well as the more traditional route of performance in music theatre, composition or song writing. During their GCSE course students will gain experience in both the practical, digital and theory side of music which allows them a lot of freedom when choosing their next step.

PHYSICAL EDUCATION (PE)

EXAM BOARD: AQA

COURSE REQUIREMENTS:

To have 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 work that is set by your teacher. To have an enjoyment in a range of different sporting activities, to be committed to attending extra- curricular clubs and to participate in **at least** one sport outside of school. GCSE PE will aim to equip students with an active interest in sports, which they can use and develop once they have left Oakbank. You will need to understand GCSE PE is not just practical and there is a lot of theory within the course therefore, it is important to have a good foundation knowledge of the theory in preparation.

HOW THE COURSE WILL BE ASSESSED:

Students will sit two examinations and be assessed in both practical performances and coursework.

Paper 1: The human body and movement in physical activity and sport – 30% of GCSE – 1 hr and 15 mins

Paper 2: Socio-cultural influences and well- being in physical activity and sport – 30% of GCSE

– 1 hour and 15 mins

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

COURSE DESCRIPTION:

Paper 1 (78 marks)	Paper 2 (78 marks)	NEA (100 marks)
<ul style="list-style-type: none">• Applied Anatomy and physiology Movement analysis• Physical training Use of data	<ul style="list-style-type: none">• Sports psychology• Socio-cultural influences Health, fitness and well being• Use of data	<ul style="list-style-type: none">• One team activity One individual activity• Either a team or individual activity• Each sport is out of 25 marks 10 marks for skill element 15 marks for full context <p>Coursework</p> <ul style="list-style-type: none">• Analysis of performance (15marks)• Evaluation of performance (10marks)

PROGRESS TO FURTHER EDUCATION:

At college or sixth form, GCSE PE will give you the knowledge to study A Level PE, BTEC Level 3 in Sport and or Sport Science. Following college or sixth form, you would be in a position to go onto University and study a range of sports, leisure, physiotherapy and medical degrees. There are many transferable skills you will learn when doing GCSE PE and these can help you in future careers in areas within sports, management, medical professions, education, leisure industry, armed forces and uniformed services.

RELIGIOUS STUDIES

EXAM BOARD: AQA

COURSE REQUIREMENTS:

Students will be expected to sit two exams that will have a range of multiple choice and essay-based questions. Students will also take on different topics which contain sensitive content.

HOW THE COURSE WILL BE ASSESSED:

Students will sit 2 examinations:

Paper 1: The study of religions: belief teachings and practices. – 1 hour 45 minutes.

Paper 2: Philosophy thematic studies. - 1 hour 45 minutes.

COURSE DESCRIPTION:

Year 10	Year 11
<ul style="list-style-type: none">• Islamic belief in depth	<ul style="list-style-type: none">• Religion, peace, and conflict
<ul style="list-style-type: none">• Islamic practices in depth	<ul style="list-style-type: none">• Religion, human rights, and social justice
<ul style="list-style-type: none">• Christian belief in depth	<ul style="list-style-type: none">• The existence of God and revelation
<ul style="list-style-type: none">• Christian practices in depth	
<ul style="list-style-type: none">• Relationships and families	

Students will assess two religions in-depth and then cover other points of view within the philosophy topics. The purpose of completing Paper One content before Paper Two is to allow students to apply and revise their knowledge to different scenarios.

PROGRESS TO FURTHER EDUCATION:

At A Level, Religious Studies become 'Philosophy' which looks at religions and philosophical debate in a lot more detail moving away from a focus on knowledge recall and into the realm of debate and critical thinking which are seen as desirable by many top universities due to the transferability of these skills.

At undergraduate level, a student who takes a philosophy degree will learn a range of subject specific skills including metaphysics, which deals with appearance and reality; ethics, dealing with the nature of morality, and the philosophy of the nature of the mind. Future careers can relate to education, law, psychology, politics and human resources.



Oakbank