



KS4 Pathways Booklet
2022-2024





Pathways

Dear Parents/Carers and Students

Welcome to the start of the GCSE Options process in what is one of the most important times during your secondary school experience. At the time of writing this I am hopeful of being able to meet with you all to fully explain the process for Options 2022. If you do have any questions following the reading of this booklet then please don't hesitate to get in touch.

This booklet contains information on all Core subjects which students must study, as well as Option subjects available to your child.

The opportunity for students to choose the subjects they study is a very important difference at Key Stage 4, hence the need for an Options Evening. Students should give consideration to the subjects they are interested in, as well as their ability in a particular subject. In addition, thought should be given to how different GCSE or equivalent Level 2 courses fit in with future career or educational aspirations.

At Oakbank, we value the partnership we have with parents, and we are confident that we can provide the necessary support and guidance to allow students to make informed choices at GCSE. It is important to us to make the transition from Key Stage 3 to Key Stage 4 as successful and smooth as possible for the benefit of our students.

This guide has been produced to help you understand the kind of work students will be involved in during the next two years as they prepare for their GCSE or equivalent Level 2 course examinations, which will take place in May/June 2024.

GCSEs, Equivalent Level 2 Courses and Vocational Courses

Almost all of the subjects offered at Key Stage 4 lead to a GCSE or equivalent Level 2 course qualification. Many have an examination at the end of Year 11, and an element of coursework or controlled assessment. Information about coursework and controlled assessment in individual subjects is included in the subject pages further on in this booklet. GCSE or equivalent Level 2 courses give students the background they need to allow them to progress to further studies.

The Vocational courses we offer allow students to access the full range of GCSE grades (9-1) and consist of a mix of theory and practice and are assessed by the teacher and through an external examination. Students will complete a range of assignments, case studies and practical activities and after each assessment will be given a grade which will contribute to their final result.

Kind Regards

Rich Corry
Interim Head Teacher



KEY DATES

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

Thursday 10 th February	Options Assembly and Options Booklet Presentation on how the Options process works and a first opportunity to consider what choices might be made. Options Booklet will be sent to parents/students electronically.
Thursday 10 th February	Year 9 Parents Evening This is for you to find out about your progress.
From Monday 28 th February	GCSE Subject Information Presentations Every subject will be doing a presentation to year 9 students in a lesson on the GCSE course and to consider the benefits of taking it as an option.
Tuesday 8 th March	Year 9 Options Evening This is for you and your parents/carers to find out more about the GCSE courses that interest you.
Monday 14 th March	Options Form instructions sent to parents You will receive information regarding the Options Application Form. This will need to be completed using our electronic form. You then have three weeks to complete and submit the Options form.
Friday 8 th April	Completed Option Forms using SIMs-Options Completed and signed forms to be returned to Tutors.
May	Option blocks created Option subjects must 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. However, it is at this stage that some students may have to make a difficult choice as we may not be able to offer the combination of subjects that they have requested. All of these students will have an individual meeting with a senior member of staff to support them with their alternative choices.
Mid June	Option choices confirmed All students and parents will receive a confirmation letter of their final option choices.

Advice from the Head of Careers

The options process is your chance to take ownership of your education and have the choice over the curriculum you want to study in Years 10 and 11. The choices you make now will have a significant impact on what you choose to do after Oakbank.

What to consider?

Whether or not you have decided on a particular career path here are points everyone should consider before confirming your options:

- What are your interests? You will be signing up to GCSE courses for two years and once courses have commenced you will not be able to change. If it does not take your interest do not take it!
- Research your career choice. You may be surprised by the qualifications you do to get into certain careers.
- Research your course. Do you know how you will be assessed? Most GCSE courses have moved to end of Year 11 exams. Some courses may still have coursework as part of their courses which will count towards your final grade.
- What can you do next? Have a look at prospectuses from local colleges and sixth forms. Particular courses after may require specific GCSEs which you will have to choose now.
- English and Maths really matter. You will need a minimum of a Grade 4 in both English and Maths as well as three other GCSE subjects (so 5 GCSEs in total) as the minimum entry requirement for most level 3 courses (that's the level above GCSE). If you do not get these grades (and your options might be crucial here) you may have your subject choices limited in your post-16 education.
- What do you want to do? Only be persuaded by what you want to study and commit to. Don't concern yourself with what your friends are doing.
- University or an Apprenticeship? All these organisations will want to recruit you but only if you have chosen the right qualifications. If there is somewhere or someone specific you want to work for do your research on them and see what they require.
- Get your forms in on time. Check you know your deadlines as popular courses fill up first and only those who are handed in on time may be considered.
- If you really are still unsure – ask. There are plenty of people you can talk to including parents and carers, Head of Careers, subject teachers, your form tutor.

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.

Abbie Carwana
Head of Careers

Make your choices for the right reasons

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.
- Wherever possible leave your choices as **WIDE** as possible to keep your options open at the end of Year 11.
- 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

The English Baccalaureate

The English Baccalaureate was introduced by the Government to recognise achievement in a specific range of subjects. This is not a qualification as such, however, it is recognition that a student has a well-rounded academic education and a grade 5 or above in all of the following subjects:

EBacc CORE:	EBacc OPTIONS:
GCSE English Language	GCSE French
GCSE English Literature	GCSE Geography
GCSE Mathematics	GCSE History
GCSE Science	GCSE Computer Science

It is likely that universities will look favourably on students who have achieved the English Baccalaureate. We strongly recommend this for students who wish to continue on to A-Levels and University.

Student Recommended Pathways

Oakbank offers three different Options Pathways:

GREEN PATHWAY: 4 Options chosen

EBacc Core **plus** French. With 1 or more of Geography/History/Computer Science.
Plus up to 2 further non Ebacc Options.

YELLOW PATHWAY: 4 Options Chosen

EBacc Core but **no** French. With 1 or more of Geography/History/Computer Science.
Plus up to 3 further non EBacc Options.

BLUE PATHWAY: 3 Options chosen

EBacc Core plus 1 or more of Geography/History/Computer Science. Plus up to 2 more non EBacc Options.
Studying **one less** Option allows us to provide extra Maths and English support on this Pathway.

All students will be notified individually as to the Pathway that is recommended for them.

How to Make Your Course Selections

The subjects studied in Years 10 and 11 fall into two categories:

Core subjects: These are compulsory and are studied by **all** students.

Option subjects: These are chosen by students.

The **Core subjects** are:

English Language (GCSE)

English Literature (GCSE)

Mathematics (GCSE)

Science (GCSE)

Physical Education (Core)

Your **Option** choices are:

EBacc Options – All Pathways must include at least one of these	Non EBacc Options
Computer Science - EBacc French - EBacc Geography - EBacc History - EBacc	Art Creative iMedia Design and Technology Drama Enterprise and Marketing Hospitality and Catering Music PE 3D Design

PLEASE NOTE:

As a result of staff availability or a course being undersubscribed we reserve the right to withdraw an Option subject from the timetable. Whilst we make every effort to meet student preferences, the school cannot guarantee that a particular combination of selections will be available.



Core Subjects

These are compulsory

ENGLISH LANGUAGE AND ENGLISH LITERATURE

CONTACT: Miss V 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: Mrs U Southon

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:

- 1) Placing more emphasis on problem solving, reasoning and communications.
- 2) 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. Hegarty 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.

GCSE SCIENCE

CONTACT: Mr S Combstock

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 through science to be able to challenge all of our learners. The combined science route allows all students to achieve a double qualification in science.

The triple science route builds upon the combined science route by studying the topics in more depth and extra content worth an extra third GCSE.

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 there is extra content to be delivered at a brisk pace and high challenge environment.

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.

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 to 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 decision between the tiers is made in Year 11 based on their 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 and 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

CONTACT: Mrs S Evans

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 course consists of 60% portfolio (coursework) and 40% external exam. The portfolio will involve a range workshop style lessons concentrating on techniques and exploration, and independent extended projects. The examination is a project that is fully prepared for in advance through research and experimenting. This culminates in a 10hr exam. There is no written paper.

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 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 and Design

There are a huge range of Art & Design based courses; graphic design, animation, jewellery, games design, concept art, make up, illustration, theatrical, stage sets, prop design, sculpture, architecture, photography, product design etc.



COMPUTER SCIENCE

CONTACT: Mr S Gower

EXAM BOARD: OCR J277

COURSE REQUIREMENTS:

Interest in the technical aspect of computers and enjoy learning to program in python, along with an interest in maths and logical problem solving.

HOW THE COURSE WILL BE ASSESSED:

A single Controlled Assessment programming task is undertaken (NEA) but plays no part in the final 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 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).

Paper 1: Computer systems (90 minute paper)

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

Paper 2: Computational thinking, algorithms and programming systems (90 min paper)

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

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 vocational qualification so 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
- Strong attendance as missed lessons require students to catch up coursework after school
- 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:

- **R093: Creative iMedia and the media industry**– 1 hour and 30 minutes exam paper (70 marks)
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
- **R094: 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 to 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
- **R097: 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

CONTACT: Mr A Stead & Mrs S Evans

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:

• Engineering	• Fashion and Textiles
• Product Design	

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

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

DRAMA

CONTACT: Mrs E Rockall

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:

NEA Work: Devising Drama and written log book- 40%

Written Exam: Understanding drama- 40%

Practical exam: The performance of a scripted extract 20%

COURSE DESCRIPTION:

Year 10	Year 11
A focus on key terminology and small scripted pieces	Devising log book
A practical and theory study of the play 'Blood Brothers'	A study of the play 'Teechers'
A study of the play 'Too much punch for Judy'	Scripted performance
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, to 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, BETEC performing arts and A- Level Performing Arts.

ENTERPRISE AND MARKETING

CONTACT: Mr S Gower

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 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.

COURSE REQUIREMENTS:

- An interest in Business, enjoy watching Business shows such as Dragon's Den and The Apprentice
- Strong attendance as missing lessons will mean catching up coursework after school
- 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

COURSE OVERVIEW:

Unit R064: Enterprise and marketing concepts: 70 marks. 1 x 90 minute exam paper at the end of Year 11. In this unit, students will learn how market research gives an entrepreneur an insight into the wants and needs of their customers, so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business.

As well as understanding the target market's needs, students will learn how the marketing mix elements must be carefully blended to enhance business performance. They will examine each element individually and explore the decisions that an entrepreneur needs to make. They will learn about the types of ownership for an enterprise and sources of capital available. Running a successful enterprise can be tough, but there is a lot of support available, which students will learn about so that they can understand how to obtain timely and appropriate guidance.

Unit R068: Design a business proposal: 60 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 R069: Market and pitch a business proposal: 60 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.

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:

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

CONTACT: Mrs K Walker

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 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:

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 student 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

CONTACT: Miss V Fowler

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 paragraphs.

HOW THE COURSE WILL BE ASSESSED:

Students will sit 4 papers in 2 examinations.

Conflict and Tension 1918-1939

Britain: Health and the People

Elizabethan England 1568-1603

Germany 1890-1945

COURSE DESCRIPTION:

Year 10	Year 11
Conflict and Tension: Peacemakers after WW1	Elizabethan England: How Elizabeth handled her job and dealt with threats
Medicine: Ancient Medicine	Germany: The Kaiser and the Weimar Republic
Conflict and Tension: The League of Nations	Elizabethan England: Life during Elizabeth's reign.
Medicine: Changes in the Middle Ages, Renaissance and Industrial Periods	Germany: Life for German people when the Nazis were in charge.
Conflict and Tension: Causes of WW2	
Medicine: Changes in 20 th 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

CONTACT: Mr T Wall

EXAM BOARD: WJEC Level 1 & 2 Award

COURSE REQUIREMENTS:

An interest in the hospitality service industry.

To be able to work to within time constraints (food preparation and cooking).

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

CONTACT: Mrs R Pyper

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 as 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.



PE

CONTACT: Mr P Lant

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 hr 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)
Applied Anatomy and physiology Movement analysis Physical training Use of data	Sports psychology Socio-cultural influences Health, fitness and well being Use of data	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 Coursework Analysis of performance (15 marks) Evaluation of performance (10 marks)

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 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.



3D Design

CONTACT: Mrs S Evans/Mr A Stead

EXAM BOARD: AQA

COURSE REQUIRMENTS:

To succeed in 3D Art & Design you need be creative and imaginative and spend at least 2 hours per week on your coursework.

HOW THE COURSE WILL BE ASSESSED:

The course consists of 60% portfolio (coursework) and 40% external exam. The portfolio will involve a range workshop style lessons concentrating on techniques and exploration, and independent extended projects. The examination is a project that is fully prepared for in advance through research and experimenting. This culminates in a 10hr exam. There is no written paper.

COURSE DESCRIPTION:

Three-dimensional design is about looking, learning, thinking and communicating ideas. It inspires creative thinkers, problem solvers and people who enjoy making.

Three-dimensional design is the ideal opportunity to explore ideas and develop skills. Its balance of practical, academic and analytical skills are widely transferable.

A course in three-dimensional design will enable you to select appropriate materials and learn how they fit together, develop an understanding of scale and experiment with texture and surface finish.

This course has been designed to encourage you to express original ideas and to develop an adventurous and enquiring mind. You will be inventive with materials and examine the relationship between form and function. You will learn about the circular nature of the design process from concept, formulation and analysis of a brief, research, experimentation to final outcome.

You will have the opportunity to experiment with a range of the following:

- Three Dimensional Design: ceramics, sculpture, wood, plastics, metals
- Drawing: graphics, rendering, isometric, orthographic drawing
- Contextual studies: researching other creative media and movements

PROGRESS TO FURTHER EDUCATION:

A Level Art, Design

Architecture, Model making, Ceramics, Product design, Film and TV set design, Set design, Interior design, Sculpture, Jewellery design, Theatre set design, Landscape architecture



Oakbank

Year 9 Options 2022

First Look before Options Evening

Select 4 subjects that you might select to study, if you had to make the decision today.

Indicate how sure you are, by choosing each subject with a letter:

D for Definite Or **P** for Probable Or **M** for Maybe **Plus one R** for a Reserve subject

EBacc Subjects	
French	
Geography	
History	
Computer Science	

Other Subjects	
Art	
Creative iMedia	
Design and Technology	
Drama	
Enterprise and Marketing	
Hospitality and Catering	
Music	
PE	
3D Design	



