



# Hillcrest School

## Key Stage 4

## COURSE CONTENT

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

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

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

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

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

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

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

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

## ASSESSMENT DETAILS

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

Examinations:

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

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

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

## WHY STUDY THIS COURSE?

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

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

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

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



## COURSE CONTENT

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

### Component 1 - Shakespeare and Poetry

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

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

### Component 2 - Post-1914 Prose/Drama

#### , C19th Prose and Unseen Poetry

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

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

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

## ASSESSMENT DETAILS

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

Examinations:

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

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

## WHY STUDY THIS COURSE?

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

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

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

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## COURSE CONTENT

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

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

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

## ASSESSMENT DETAILS

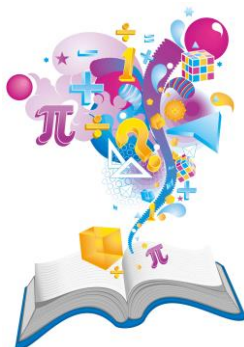
Assessment is by three written equally weighted examinations. Paper 1 is non-calculator. Papers 2 and 3 are with a calculator.

These papers are each out of 80.

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

## WHY STUDY THIS COURSE?

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



## COURSE CONTENT

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

## ASSESSMENT DETAILS

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

### Paper 1 & 2: Life and environmental sciences

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

### Paper 3 & 4: Physical sciences

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

### Paper 1 & 3:

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

### Paper 2 & 4:

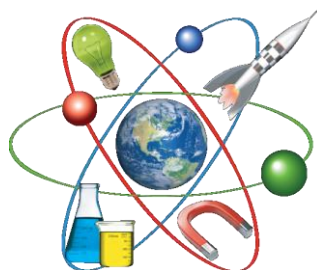
Short and extended open response questions, with emphasis on working scientifically, practical skills and evaluation (AO2 and AO3). There will be some marks for multiple choice and closed questions.

## WHY STUDY THIS COURSE?

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

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

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



## COURSE CONTENT

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

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

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

## ASSESSMENT DETAILS

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

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

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

## WHY STUDY THIS COURSE?

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

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

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

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



## COURSE CONTENT

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

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

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

## ASSESSMENT DETAILS

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

## WHY STUDY THIS COURSE?

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

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



## COURSE CONTENT

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

The following topics are studied:

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

## ASSESSMENT DETAILS

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

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

Each paper is worth 25% of the total grade.

## WHY STUDY THIS COURSE?

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

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





## COURSE CONTENT

Studying GCSE Spanish introduces you to Spanish language and culture. You should also make more rapid progress as you have already learnt many of the language learning skills and strategies you have already practised in French at KS3. You will develop your listening, reading, speaking, writing and translation skills, so that you can communicate more fluently and effectively. You will develop your ability to speak spontaneously, understand authentic texts including literary texts, translate into Spanish and English and apply new language and structures independently.

The following topics are studied:

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

## ASSESSMENT DETAILS

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

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

Each paper is worth 25% of the total grade.

## WHY STUDY THIS COURSE?

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

**Please note:** GCSE Spanish is only available as an option to students who have already studied Spanish, e.g. the Year 8 Spanish club, or are in 8J1 or 8K1.

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



## COURSE CONTENT

To qualify for Triple Award Science, students must have completed the higher-level assessments and spoken to their class teacher. By choosing the Triple Award Science option, students undertake extra lessons of science each week to complete the extra Biology, Chemistry and Physics content for the award of three separate GCSEs. The course is completed over years 9, 10 & 11.

## ASSESSMENT DETAILS:

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

### BIOLOGY:

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

Paper2: Homeostasis and response 6: Inheritance, variation and evolution 7: Ecology

### CHEMISTRY:

Paper 1: Atomic structure and the periodic table 2: Bonding, structure, and the properties of matter

Quantitative chemistry 4: Chemical changes and Energy changes.

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

### PHYSICS:

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

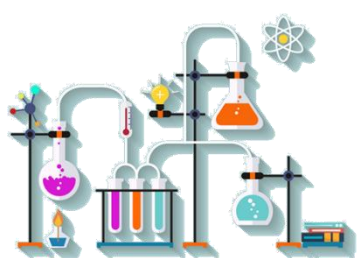
Paper 2: Forces 2: Waves 3: Magnetism and electromagnetism 4: Space physics

## WHY STUDY THIS COURSE?

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

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

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



## COURSE CONTENT

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

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

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

## ASSESSMENT DETAILS

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

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

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

The assessments test the following assessment objectives:

AO1: ability to recall knowledge and understanding

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

AO3: ability to analyse sources

AO4: ability to analyse historical interpretations

## WHY STUDY THIS COURSE?

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

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



## COURSE CONTENT

GCSE Ancient History enables students to build on the key skills and processes learnt during their Key Stage 3 study. Learners in Ancient History will study two period studies and two depth studies.

- **Greece and Persia:** The Persian Empire, 559–465 BC with a depth study on **Alexander the Great**, 356–323 BC
- **Rome and its neighbours:** The foundations of Rome: from kingship to republic, 753–440 BC with a depth study on **Cleopatra: Rome and Egypt**, 69–30 BC

The first period study focuses on the Persian Empire under Cyrus the Great, Cambyses II, Darius I and Xerxes I. The first depth study on Alexander the Great allows learners to understand the Macedonian invasion, conquest of the Persian Empire and advance as far as India.

The second period study focuses on the kings of Rome and the early Roman Republic, allowing learners to study some of the most exciting and interesting events and characters from this period, focusing on political, religious and social change. The second depth study focuses on a period when the Roman Republic was in crisis, before the first Roman Emperor. It allows learners to study the interactions between Egyptian and Roman cultures during the reign of Queen Cleopatra.

## ASSESSMENT DETAILS

The assessment for GCSE Ancient History takes place in two examinations at the end of Year 11. Each paper is worth 50% of the GCSE and is 1 hour 45 minutes long.

Paper 1: Greece and Persia

Paper 2: Rome and its neighbours

### The assessments test the following assessment objectives:

AO1: Demonstrate knowledge and understanding of the historical periods studied

AO2: Analyse and explain to arrive at substantiated judgements

AO3: Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about:

- Historical events and historical periods studied
- How the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.

## WHY STUDY THIS COURSE?

A GCSE in Ancient History helps students explore the legacy of the ancient world in today's society using source material, both the literary and visual. Students will develop their knowledge and understanding of the military, political, religious, social and cultural history of the ancient world. They will develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of ancient sources in their historical context.

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

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

The main topics covered are:

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

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

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

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

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

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

**WHY STUDY THIS COURSE?**

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

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

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



## COURSE CONTENT

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

### Beliefs, Teachings & Practices

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

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

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

There are four themes to be studied:

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

## ASSESSMENT DETAILS

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

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

## WHY STUDY THIS COURSE?

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

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

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



## COURSE CONTENT

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

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

## ASSESSMENT DETAILS

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

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

## WHY STUDY THIS COURSE?

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

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



## COURSE CONTENT

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

Food preparation skills are integrated into five core topics:

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

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

## ASSESSMENT DETAILS

Written Examination – 50%

Non-examined assessment- 50%

Task 1 Food Investigation

Task 2 Food preparation assessment

## WHY STUDY THIS COURSE?

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

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





## COURSE CONTENT

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

## ASSESSMENT DETAILS

### Unit 1: Cognition and behaviour

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

### Unit 2: Social context and behaviour

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

## WHY STUDY THIS COURSE?

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



## COURSE CONTENT

There are a variety of different units which include;

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

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

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

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

## ASSESSMENT DETAILS

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

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

## WHY STUDY THIS COURSE?

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



## COURSE CONTENT

This qualification enables students to develop knowledge and understanding of music through four interrelated areas of study.

### Area of study 1: Musical Forms and Devices

The music of the Baroque, Classical and Romantic eras provides the context for a study of binary, ternary, minuet and trio, rondo, variation and strophic forms. Students are encouraged to engage with a variety of music from the prescribed area, through a range of performing, composing and appraising activities.

### Area of study 2: Music for Ensemble

Music for ensemble forms the basis for a study of texture and sonority. Through the study of diverse musical styles composed for ensemble, such as jazz and blues, musical theatre and chamber music, students will consider how music is composed for small groups of instruments and voices.

### Area of study 3: Film Music

Through this area of study students are encouraged to consider how music for film is related, developed and performed, and the impact this has on the audience. Students have the opportunity to compose and perform film music and are encouraged to use musical technology to create mood and atmosphere through engaging with the story of the film.

### Area of study 4: Popular Music

Through popular music students are encouraged to explore the musical idioms associated with a variety of genres of popular music. Students will have the opportunity to perform popular music and are encouraged to use music technology, understanding the impact this has on the way music is developed and performed.

## ASSESSMENT DETAILS

This qualification is divided into 3 components based on performing, composing and appraising.

### Component 1: Performing

Worth 30% of the qualification. A minimum of two pieces, one a solo performance and the other an ensemble performance are required with a total duration of 4-6 minutes.

### Component 2: Composing

Worth 30% of the qualification. Two compositions, one of which is in response to a brief set by the examination board are required with a combined duration of 3-6 minutes

### Component 3: Appraising

Worth 40% of the qualification. This component is assessed via a 1 hour 15 minutes listening examination where eight questions are set on extracts of music relating to four areas studied throughout the duration of the course.

## WHY STUDY THIS COURSE?

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



## COURSE CONTENT

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

### Compulsory Units:

- Fitness for sport and exercise;
- Practical Sport.

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

### Optional Units:

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

## ASSESSMENT DETAILS

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

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

## WHY STUDY THIS COURSE?

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

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

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

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



## COURSE CONTENT

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

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

## ASSESSMENT DETAILS

### Component 1 – Exploring the Performing Arts:

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

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

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

### Component 3 – Performing to a Brief:

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

## WHY STUDY THIS COURSE?

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



## COURSE CONTENT

The Award gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

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

## ASSESSMENT DETAILS

Component 1 Exploring the Performing Arts – **Internal Assessment**

Component 2 Developing Skills and Techniques in the Performing Arts - **Internal Assessment**

Component 3 Responding to a Brief - **External Assessment**

## WHY STUDY THIS COURSE?

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

