



## KS4 Options Booklet

for students and parents

# Contents

Page 3	Welcome
Page 4	Individual Pathways
Page 5	Key Dates
Page 7	Option Blocks
Page 8	Overview of Examinations
Page 9	FAQs
Page 10	Advice and Guidance
Page 11-12	Self Reflection
Page 13-17	Core Subjects
Page 19-37	Option Subjects





## Dear Students and Parents,

I am delighted to welcome you to our key stage 4 Options Booklet. This is an important term as you will be making decisions about which courses to study. This booklet is designed to support you through this process. There will also be special assemblies, a meeting with the careers advisor for all students and an **Options Evening on Wednesday 8th February (5-6.30pm)**.

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

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

- GCSE English language and literature
- GCSE mathematics
- GCSE combined science
- Practical physical education
- Geography / history

Most of our students will also study a language and, if a student is in Pathway 1, one of their options must be French or Spanish. Further information about the pathways can be found in this booklet.

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

Mrs. L Jones  
Assistant Principal

# Individual Pathways

We use information from the KS2 data that we receive as well as current attainment to determine the pathway most suitable for each individual student. These are the pathways we believe offer each student the best educational experience and opportunities for future success.

There are three pathways:

## Pathway One (Facilitating Subjects):

- The majority (approximately 75%) of students are in this pathway
- You will study the subjects that the country's top universities consider important for entry onto their courses
- Therefore, two of your choices must be either French/Spanish and history/geography
- You will have a further two choices to make

## Pathway Two:

- One of your choices must be history or geography
- You will have a further three choices to make

## Pathway Three:

- One of your choices must be history or geography
- One of your choices will be the Personal and Social Effectiveness (PSE) qualification
- You will have a further two choices to make

# Key Dates

## Wednesday 25th January:

Student assembly to launch options process.

## From Monday 30th January:

Special assemblies for students to introduce new subjects in KS4.

Options booklet and individual pathways information distributed to parents via email.

## Wednesday 8th February (5-6.30pm):

Options Evening for parents and students. This is an opportunity to speak to Heads of Departments in any subject to find out more about their KS4 courses.

## From Monday 13th February:

Students have individual meetings with a careers advisor.

## Wednesday 1st March:

Year 9 careers day.

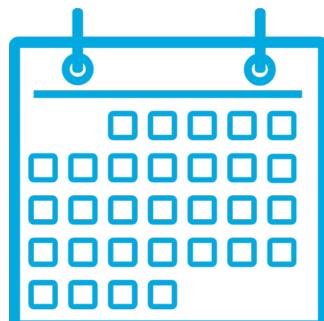
## Thursday 2nd March:

Options form issued to students.

## Thursday 30th March:

Deadline for submission of options form.

**Confirmation of choices will take place in June and KS4 courses start in September.**





4



# Option Blocks

Option A	Option B	Option C	Option D
Geography	Geography	History	Geography
Computer Science	History	French	History
Food Preparation & Nutrition	French	Spanish	Art: Fine Art
Art: Textiles	Spanish	Religious Studies	Art: Photography
Art: Fine Art	BTEC Sport	Food Preparation & Nutrition	BTEC Travel & Tourism
Art: Photography	Religious Studies	Creative iMedia	BTEC Health & Social Care
Drama	Media Studies	PSE (Pathway 3 only)	Drama
BTEC Health & Social Care			BTEC Music
Media Studies			Food Preparation & Nutrition
Separate Sciences			

Students will select one subject from each block.

**All students must select Geography or History**

**Students in Pathway One must select French or Spanish**

**Students in Pathway Three must select PSE in Option Block C**

If we have insufficient numbers opting for a subject, it may not go ahead and therefore we will take a students' reserve choice to place them into an alternative.

All course details in this booklet are accurate at the time of publication. Sometimes examination boards make changes to courses which we have to adhere to. Students and parents will be notified in these instances.

# Overview of examination subjects offered

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

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

## GCSE subject offer

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

## BTEC TECH AWARDS

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

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build applied knowledge and skills that show an aptitude for further learning, both in the chosen vocational sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building applied knowledge and skills, motivating learners to engage fully with challenging study.

There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options. The BTEC Tech Award suite differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area. The focus is on building applied knowledge and skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

BTEC subjects have internally assessed tasks (assignments) and externally assessed tasks (examination). At the end of the course, all internally and externally assessed grades are put together to determine the overall grade achieved.

Due to the coursework heavy nature of BTEC Tech Awards and the strict coursework deadlines that must be adhered to, students will only be permitted to select more than one BTEC Tech course if they have a history of excellent attendance.

# Frequently Asked Questions

## QUESTION: What is the English Baccalaureate (EBacc)?

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

It includes:

- English Language and Literature
- Mathematics
- Science
- Geography or History
- A Modern Foreign Language: Spanish

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

Research suggests that studying the EBacc subjects can help students' performance in English and Maths, and shows that it enhances prospects for entering further education or employment. We actively encourage all students to consider taking the full EBacc, including a Modern Foreign Language (French or Spanish).

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

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

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

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

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

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

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

A 'bad choice' would be choosing a subject because a friend wants to do it and you want to be in the same class, or if you like (or dislike) a particular teacher. You need to make your OWN choice about what is best for you.

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

We try to ensure as many students as possible are able to study their first choices. Sometimes courses are oversubscribed or sometimes a course may not go ahead if there are not enough students who opted for it. In those cases, a reserve choice will be allocated.

The information contained in this booklet is correct at the time of printing and we are committed to the structure and courses described. We try our hardest to make sure that every student can follow the courses they choose. However, if after processing the choices we find some courses are not viable due to small numbers, we may have to offer an alternative. This is why we ask you to make a reserve choice for each Option Block.

# Advice and Guidance

## Making the right choice

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

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

## Common mistakes

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

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



## Who can help you to make your decisions?

<b>Personalised Learning and Enterprise Manager / Careers Leader</b>	Mrs Elliott can inform and guide you on jobs, colleges and subject choices.
<b>Careers Adviser</b>	Mrs Jesson is able to offer advice on your future and help you to plan accordingly.
<b>Subject Teachers</b>	The subject teachers will provide a realistic assessment on suitability for certain subjects.
<b>Tutors / Head of Year</b>	These staff can provide guidance and direction on where to find help.
<b>Parents, Family and Friends</b>	Parental support is essential in making your choices.

## Local Colleges:

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

## Useful Websites:

[www.ucas.ac.uk](http://www.ucas.ac.uk)  
[www.russellgroup.ac.uk](http://www.russellgroup.ac.uk)  
[www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)  
[www.careersbox.co.uk](http://www.careersbox.co.uk)  
[www.careerpilot.org.uk](http://www.careerpilot.org.uk)  
[wwwaccess-southampton.co.uk](http://wwwaccess-southampton.co.uk) - This website gives you further Information, Advice and Guidance.

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

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

# Self-reflection section to complete before your meeting with the careers advisor

What subjects am I good at?

What subjects do I enjoy doing and why?

Who can help me to make the choices that are right for me?

When I leave the academy at the end of Year 11 I can see myself... (e.g. in college, doing an apprenticeship)

My goal is to... (e.g. go to university, start my own business, live abroad...)

I want to know/ask...

One person I admire is.....because he/she has achieved...

# Where could I go?

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

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

# Core Subjects



## GCSE English Language

AQA

### Objectives

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

### Overview

English and English literature are taught in an entirely integrated curriculum.

Students will continue to study English; through writing, spoken and reading material. They will learn to apply this knowledge to the real world and explore speaking and listening, writing and reading in the work place.

### Skills

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



### Course content

- Argumentative writing
- War literature
- Travel writing
- An Inspector Calls by JB Priestley: creative responses
- The Strange Case of Dr Jekyll and Mr Hyde by RL Stevenson
- Creative writing: creative approaches
- Macbeth by W Shakespeare: non-fiction responses
- Non-fiction: writing styles and techniques
- Poetry on conflict

### Assessment

2 formal written exams at the end of Year 11 each lasting 2 hours.

Communication information ideas 50%  
Exploring effect and impact 50%

### Opening doors

Mastery of the English language is essential to access the school curriculum as well as a necessity in the work place. There are many jobs that favour qualifications in English such as journalist, editors, writers, script writers, librarians, advertising, marketing, public relations and law.



### Course Contact

e: patrick.lee@oasissholing.org



## Objectives

- To extend and develop prior knowledge of texts.
- To analyse and respond to a variety of texts from the canon of English.
- To understand and explore the writer's intentions.
- To read critically, analyse and develop a personal response.

## Overview

English and English literature are taught in an entirely integrated curriculum. Students will study two plays, a novel and a wide variety of pre-20th and 20th century poetry. They will explore texts in detail, exploring the socio-economic influences and write at length about the set texts.

## Skills

Students will learn to read a wide variety of fiction text critically. They will hone their analytical skills; learning to support a view with well chosen quotations from a range of literature. The students will write about plays, poetry and prose - ranging from pre-20th century to contemporary. They will develop their formal essay writing skills and explore intent, audience and content. Students will explore the impact historical context and cultural influences on texts.



## Course content

### Analytical writing

An Inspector Calls by JB Priestley: analytical responses

The Strange Case of Dr Jekyll and Mr Hyde by RL Stevenson

Macbeth by W Shakespeare: analysis of character and language

Poetry on conflict

Unseen poetry



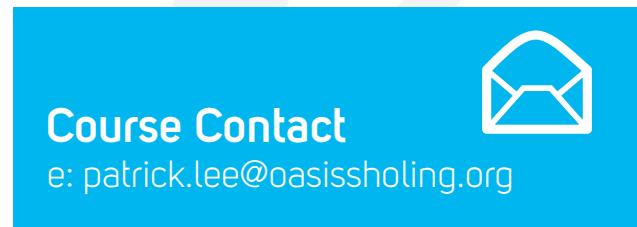
## Assessment

Exploring modern and literary heritage texts  
50%

Exploring poetry and Shakespeare 50%

## Opening doors

Mastery of the English language is essential to access the school curriculum as well as a necessity in the work place. There are many jobs that favour qualifications in English such as journalist, editors, writers, script writers, librarians, advertising, marketing, public relations and law.



## Objectives

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

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

## Overview

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

## Skills

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



## Course Contact

e: [ellena.dcosta@oasissholing.org](mailto:ellena.dcosta@oasissholing.org)



## Course content

The course content will cover the following headings:

### Number

### Algebra

### Ratio, proportion and rates of change

### Geometry and measures

### Probability

### Statistics

## Two tiers are available:

### Foundation and Higher

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

## Assessment

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

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

Individual papers are not graded.

**Foundation tier: grades 1 to 5**

**Higher tier: grades 4 to 9 (grade 3 allowed)**

## Opening doors

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



# Physical Education

## Objectives

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

## Overview

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

## Skills

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



## Course content

The course will be split into four main areas

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

**Outdoor games (Football, netball, rounders, handball)**

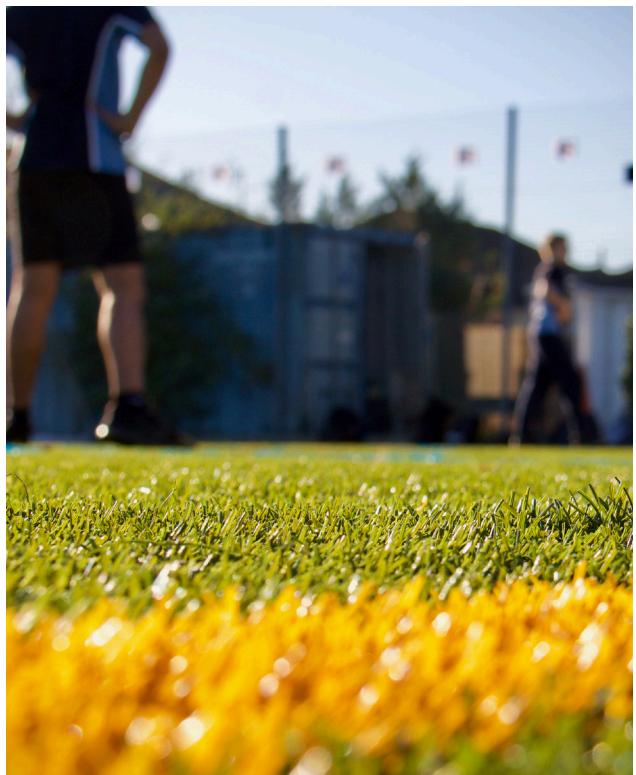
**Fitness (Circuit training, designing own fitness programme)**

## Assessment

**No assessment for this subject**

## Opening doors

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



## Course Contact

e: warren.bentley@oasissholing.org



## Objectives

- Develop a keen interest in Science and be able to apply skills, knowledge and understanding of how science works.
- Understand the essential role of science in medicine, industry, research and society.
- Develop a critical approach to scientific evidence and methods.



## Overview

At Oasis Academy Sholing, we have designed a comprehensive curriculum aiming to develop students deep scientific knowledge building upon the foundations of KS3. Our curriculum intends to Our Science Curriculum will leave students with a deep appreciation of the big ideas of science and an ability to use them to explain the world around them. We will equip our students with the knowledge they need to appreciate the wonder of the universe and the human capacity to make sense of it. Our students will develop a sense of what science is and how scientific knowledge has been developed through prediction, experimentation, and the gathering of evidence. This will give our students the ability to act as 'global citizens', able to grasp the major issues of their generation, and make good choices for themselves, their community, and our planet. As students reach Year 10 on their learning pathway, students will choose whether to study Combined Science, or the Separate Sciences (Triple Science). A student studying GCSE Combined Science will be awarded 2 GCSE grades from the combined average of their Biology, Chemistry and Physics assessments. Both Combined Science and the Separate Sciences are suitable for students wishing to study Science at college and beyond, to potentially enter a STEM career.

## Skills

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

## Course Contact

e: robert.newman@oasissholing.org



## Course content

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

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

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

## Assessment

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

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

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

## Opening doors

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

# Options



...

## Objectives

- Develop deep scientific understanding through the specific disciplines of biology, chemistry, and physics.
- Develop understanding of the nature, processes, and methods of science, through different types of scientific enquiries that help to answer scientific questions about the world around them.

## Overview

At Sholing, we have designed a comprehensive curriculum aiming to develop students deep scientific knowledge building upon the foundations of KS3. Our curriculum intends to Our Science Curriculum will leave students with a deep appreciation of the big ideas of science and an ability to use them to explain the world around them. We will equip our students with the knowledge they need to appreciate the wonder of the universe and the human capacity to make sense of it. Our students will develop a sense of what science is and how scientific knowledge has been developed through prediction, experimentation, and the gathering of evidence. This will give our students the ability to act as 'global citizens', able to grasp the major issues of their generation, and make good choices for themselves, their community, and our planet. Students selecting Separate Sciences will be awarded 3 GCSE grades, one from each discipline. The course is taught over 7 hours per week allowing students to master and extend the key concepts of each of the sciences. Separate Sciences are suitable for students wishing to study Science at college and beyond, including potentially a STEM career and required for those who are contemplating a career as a doctor, dentist or vet. Choosing Separate Sciences can give a competitive edge when applying for Science at University, especially top universities such as those in the Russell Group.

## Skills

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

## Course content

This course covers all the content of Combined Science but with additions enabling a deeper and broader study into key concepts in each of the sciences. There are also some topics unique to this course such as Space Physics.

## Assessment

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

For the combined GCSE Science course, there are in total 6 exams, of 105 minutes each, that cover units of study: 2 Biology, 2 Chemistry and 2 Physics exams. Papers are available at Higher and Foundation level. All questions are compulsory.

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

## Opening doors

Studying Separate Sciences will provide a competitive edge for students aiming to study Science at college and beyond; Separate Science GCSEs are the starting point for careers in many areas, including engineering, designing cosmetics, healthcare, technology, and environmental and conservation work. For students with aspirations for a science based career we strongly recommend you discuss entry requirements to these courses with the careers team as there are some university courses that require Separate Science for example Medicine. A STEM career might lead you to the forefront of exciting new developments and discoveries! In addition, many people who take Sciences at an advanced level, or at University, go on to work in business and financial services, where their skill with numbers and their ability to research and analyse information are highly valued.



## Course Contact

e: robert.newman@oasissholing.org

## Objectives

- To record ideas and observations both visually and written.
- To refine ideas using appropriate resources, materials, techniques and processes.
- To analyse the work of other artists & designers to develop own ideas.
- To make a personal informed and meaningful final response.

## Overview

Students will have an opportunity to build upon and refine visual skills acquired at KS3. They will have an opportunity to make a personal response and use a sketchbook to record and research ideas and build a portfolio of work. Home-work is mandatory and involves: Artist Research, Taking photos, Photo collection from the internet, Drawing, Image Analysis and finishing work started in class.

## Skills

Students will continue to develop skills in drawing, painting, printing, ceramics and 3D work. Students will gain confidence in problem solving and become more independent with their skills and ideas, working to their strengths, including written artist research and analysis. Students will also learn how to present visual and written work to a high standard.



## Course content

Four assessment objectives are to be covered equally in each Art project. They include a focus on skills, use of materials, artist research, own ideas and development towards a final piece.

### Current projects Year 10:

**Unit 1 Coursework project 1 – personal project.** Students choose from 3 preselected themes.

### Current project Year 11:

**Unit 1 Coursework project 2 – a personal project with more independence required.** Students choose from 5 preselected themes.

### Unit 2 Final Exam project - Exam paper

## Assessment

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

**Year 10 Mock Exam 10 hours (February)**

**Year 11 Mock Exam 10 hours (December)**

**Final Exam 10 hours (April / May)**

**Unit 1: 2x projects 60%**

**Unit 2: 2x projects 40%**

## Opening doors

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

Look at <http://www.thesorrellfoundation.com/programme/creative-journeys/>

## Course Contact

e: emma.charrett@oasissholing.org



## Objectives

- To record ideas and observations both visually and written.
- To refine ideas using appropriate resources, materials, techniques and processes.
- To analyse the work of other artists & designers to develop own ideas.
- To make a personal informed and meaningful final response.

## Overview

Students will have an opportunity to build upon and refine visual skills acquired at KS3. They will have an opportunity to make a personal response and use a sketchbook to record and research ideas and build a portfolio of work. Homework is mandatory and involves: Artist Research, Taking photos, Photo collection from the internet, Image Analysis and finishing work started in class.

## Skills

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

Students will gain confidence in problem solving and become more independent with their skills and ideas, working to their strengths, including written research and analysis. Students will also learn how to present visual and written work to a high standard using digital and manual sketchbooks.



## Course content

Four assessment objectives are to be covered equally in each photography project. They include a focus on skills, use of materials, artist research, own ideas and development towards a final piece.

**Year 10:** Introduction project - Learn how to take a good photo and how to use cameras and studio equipment to get good results.

**Unit 1 Coursework project 1** – a personal project. Students choose from 4 preselected themes and create a portfolio of work.

**Year 11:** Unit 1 Coursework project 2 – a personal project with more independence required students choose their own theme to explore.

**Unit 2 Final Exam project** - AQA Exam paper. Students choose a theme from a selection given from the exam board. This project is completed from January to April.

## Assessment

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

**Year 10 Mock Exam 10 hours (February)**

**Year 11 Mock Exam 10 hours (December)**

**Final Exam 10 hours (April / May)**

**Unit 1: 2x projects 60%**

**Unit 2: Exam project 40%**

## Opening doors

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

Look at <http://www.thesorrellfoundation.com/programme/creative-journeys/>

## Course Contact

e: emma.charrett@oasissholing.org



## Objectives

- To record ideas and observations both visually and written.
- To refine ideas using appropriate resources, materials, techniques and processes.
- To analyse the work of other artists & designers to develop own ideas.
- To make a personal informed and meaningful final response.

## Overview

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

## Skills

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



## Course content

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

**Art textiles**

**Fashion design and illustration**

**Costume design**

**Constructed textiles**

**Printed and dyed textiles**

**Surface pattern**

**Stitched and/or embellished textiles**

**Soft furnishings and/or textiles for interiors**

**Digital textiles**

**Installed textiles**

They may explore overlapping areas and combinations of areas

## Assessment

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

**Year 10 Mock Exam 10 hours (February)**

**Year 11 Mock Exam 10 hours (December)**

**Final Exam 10 hours (April / May)**

**Unit 1: 2x projects 60%**

**Unit 2: Exam project 40%**

## Opening doors

Studying textiles can help prepare you for a wide range of jobs, not just for being a fashion designer. Some job roles include art director, window stylist, buyer/purchasing agent, clothes store manager, magazine stylist, brand strategist, marketing coordinator, marketing manager, media planner, fabric specialist, trend forecaster. The skills of sewing, drawing or designing can also be useful in jobs where a steady hand and keen eye are needed.

Look at <http://www.thesorrellfoundation.com/programme/creative-journeys/>

## Course Contact

e: emma.charrett@oasissholing.org



## Objectives

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing, and debugging programs
- Think creatively, innovatively, analytically, logically, and critically
- Understand the impact of digital technology on wider society, including issues of privacy and cybersecurity

## Overview

Students will continue to develop the knowledge and skills learnt at KS3. They will further develop their computer programming skills as well as the theory behind how computers are used in our society to solve a wide range of problems. The course places an exciting, practical focus on real-life programming, and developing skills relevant to the future.

## Skills

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



## Course Contact

e: robert.newman@oasissholing.org



## Course content

The course is made up of two units. These are theory based.

You will cover topics such as:

**Computational Thinking**

**Data**

**Computers (Hardware, Software, Programming languages)**

**Networks**

**Issues and Impact (environmental, ethical, cybersecurity)**

**Application of Computational Thinking**

## Assessment

**Two exams both taken in summer of Year 11.**

**Exam 1: Paper 1 – Written Exam 50%**

**Exam 2: Paper 2 – Practical Exam (computer based) using Python to design, write, test and refine programs in order to solve problems 50%**

## Opening doors

Programming and understanding of computer systems is becoming a vital skill in the modern workplace. Computers are used so widely in all types of careers and work settings - including offices, call centres, warehouses, hotels, hospitals and industry - employers will expect you to have developed computing skills. If you have a particular interest in computers, you could consider becoming a computer specialist - such as software developer (programmer), or a provider of technical support to computer users. Being able to program is a highly sought after skill and there are a variety of programming languages that you can learn ranging from database control and web design to game coding and app building.



## Objectives

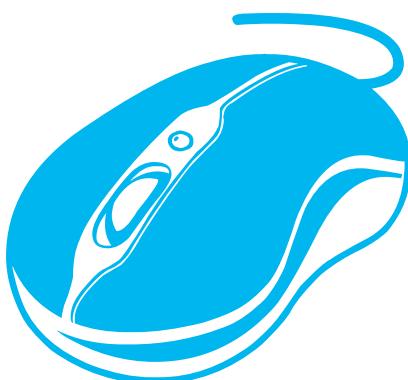
- To equip young people with the knowledge, understanding and skills they need to design and make, effective digital products for others to use
- To enable young people to use digital tools as a means of expression to inform, persuade and entertain
- To foster young people's creativity and develop their independent learning skills
- To challenge young people to reflect on what they produce and strive for excellence
- To increase young people's awareness of their responsibilities in the digital world and their respect of other people's rights
- Equip young people with professional, real-world skills in planning, project management and communication

## Overview

The Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products.

## Skills

Students will develop creative, design and IT skills which can help in many other subjects and be applied to real World situations. The course will stimulate interest and engagement with technology and technology related careers.



## Course content\*

The course is made up of 3 units; 2 compulsory units; visual identity and digital graphics, and a further optional unit (chosen from characters and comics, animation with audio, interactive digital media, digital games and digital imaging). The final unit is a mandatory exam on Creative iMedia in the media industry.

## Assessment\*

**40% Exam and 60% coursework**

**The written exam is 1 hour and 30 minutes long.**

**Unit 1: Creative iMedia in the Media Industry / Written Exam 40% of course**

**Unit 2: Visual Identity and Digital Graphics/ NEA 25% of course**

**Unit 3: Optional unit/NEA/35% of course**

Students will aim to achieve the following grades:

**Level 1 Pass: (equal to grade 1 at GCSE)** **Level 1 Merit: (equal to grade 2 at GCSE)**

**Level 1 Distinction: (equal to grade 3 at GCSE)**

**Level 2 Pass: (equal to grade 4 at GCSE)**

**Level 2 Merit: (equal to grade 5 at GCSE)**

**Level 2 Distinction: (equal to grade 7 at GCSE)**

**Level 2 Distinction\*: (equal to grade 8 at GCSE)**

All students will aim to achieve level 2.

## Opening doors

We live in a digital world and computers are involved in pretty much every career. Having an iMedia qualification opens doors into the IT industry and creative industry covering jobs such as web designer, web developer, animator, graphic designer, project manager, digital artist — the list is endless!

If you have a passion for using computers but do not enjoy programming or are full of creativity but struggle with a paintbrush...this could be the course for you!



## Course Contact

e: [tamasin.gale@oassissholing.org](mailto:tamasin.gale@oassissholing.org)

\*Subject to change as qualification details are released.

## Objectives

- To develop a range of theatrical skills and apply them to create performance.
- To develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance.
- To develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.

## Overview

Students will have the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.

## Skills

- Students learn to collaborate with others, think analytically and evaluate effectively.
- Gain confidence to pursue their own ideas, reflect and refine their efforts.
- Students will emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.



## Course Contact

e: katherine.drake@oasissholing.org



## Course content

The course content for GCSE Drama is divided into three components:

### Component 1: Understanding drama

#### Section A: Theatre roles and terminology

#### Section B: Study of set text

#### Section C: Live theatre production

### Component 2: Devising drama

- Produce an individual devising log documenting the devising process
- Contribute to a final devised duologue or group performance.

### Component 3: Texts in practice

Students will choose to be assessed as either a performer, lighting designer, sound designer, set designer, Costume designer, or puppet designer. Students must choose one specialism only for all the texts in practice content.

## Assessment

### Component 1: Understanding drama

40% of GCSE

Open book exam - Marked out of 80 marks

1 hour and 45 minutes

### Component 2: Devising drama (Practical)

40% of GCSE

Marked out of 80 marks

Devising Log = 60 marks

Devised Performance =20 marks

### Component 3: Texts in practice (Practical)

20% of GCSE

Marked out of 20 marks

Two extracts performed to an external examiner

## Opening doors

A GCSE in drama is vital if you are considering studying drama or performing arts at a higher level. There are many opportunities besides performance . These include production, stage management, directing, theatre management or administration, lighting, wardrobe, make-up, set design and construction, teaching and drama therapy etc.

## Objectives

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

## Overview

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

## Skills

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



## Course content

### What's assessed

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

### Non Exam Assessment

#### Task 1: Food investigation

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Practical investigations are a compulsory element of this NEA task.

#### Task 2: Food preparation assessment

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

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

## Assessment

### How it's assessed

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

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

**External Examination 50%**  
**Non Exam Assessment 50%**

## Opening doors

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

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



## Course Contact

e: ashley.ranger@oasissholing.org

## Objectives

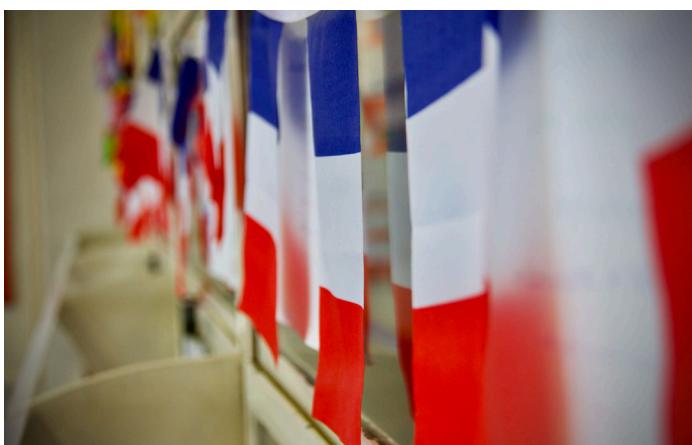
- To develop an understanding of French in a variety of contexts.
- To develop the ability to communicate effectively in French.
- To develop transferable language learning skills.
- To develop awareness and understanding of countries where French is spoken.

## Overview

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

## Skills

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



## Course Contact

e: alexandra.dejoie@oasissholing.org



## Course content

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

**The three themes are:**

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

## Assessment

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

## Opening doors

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

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



## Objectives

To develop an understanding of the world around them through the exploration of case studies.

- To develop an understanding of their role in society, by considering different viewpoints.
- To develop fieldwork techniques to investigate the local area.
- To develop knowledge of topical issues that affect us all, for example global warming.

## Overview

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

## Skills

Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical, throughout their study of this specification. This includes using and interpreting: Atlas maps; Ordnance Survey maps; Maps in association with photographs; A variety of graphs; Population pyramids; and statistical techniques.

Students will also be required to collect and interpret fieldwork data, showing an ability to carry out investigations. Other skills that would be required are associated to research and an ability to use online resources.



## Course Contact

e: selina.read@oasissholing.org



## Course content

Students will travel the world from the classroom, exploring case studies in the United Kingdom, newly emerging economies and lower income countries.

**Human Geography topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use.**

**Physical Geography topics of study include rivers and flooding, coastal landforms, different world biomes and the physical landscape of the UK.**

Geographical Skills are an important element of this course.

## Assessment

**3 formal written exams at the end of Year 11.**

**Paper 1 = 35% of GCSE**

**3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills. Written exam: 1 hour 30 minutes**

**Paper 2 = 35% of GCSE**

**3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills. Written exam: 1 hour 30 minutes**

**Paper 3 = 30% of GCSE**

**3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills Written exam: 1 hour 15 minutes**

## Opening doors

Geography is a broad subject that would be suitable to study whatever career plans you have in mind. The subject encompasses English and Literacy, as well as Mathematical and Science based skills and topics. This means it is relevant for any career path as well as Geography specific jobs in planning, environmental science, travel and the tourism industry.

## Objectives

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

## Overview

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

## Skills

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



## Course Contact

e: clare.lewis@oasissholing.org



## Course content

Students will study 3 components:

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

## Assessment

PSA's are Pearson's Set Assignments. These are assignment tasks which are set by the exam board which students must complete over a set number of lessons. These assignments have to be complete in school under exam conditions. PSA's have strict deadlines and are studied during the following times over the academic year:

PSA 1 – February-May of year 10

PSA 2 – Starts in June of year 10 and completed in December of year 11

Exam – Sit in summer of year 11

BTEC subjects have internally assessed tasks (assignments) and externally assessed tasks (examination). At the end of the course, all internally and externally assessed grades are put together to determine the overall grade achieved.

BTEC students are formally assessed throughout the whole course so excellent attendance is required to ensure maximum success within this subject.

## Grading

Students will aim to achieve the following grades:

Level 1 Pass: (equal to grade 1 at GCSE)

Level 1 Merit: (equal to grade 2 at GCSE)

Level 1 Distinction: (equal to grade 3 at GCSE)

Level 2 Pass: (equal to grade 4-5 at GCSE)

Level 2 Merit: (equal to grade 6 at GCSE)

Level 2 Distinction: (equal to grade 7 at GCSE)

Level 2 Distinction\*: (equal to grade 8-9 at GCSE)

All students will aim to achieve level 2.

## Opening doors

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

## Objectives

The exams will measure how students have achieved the following:

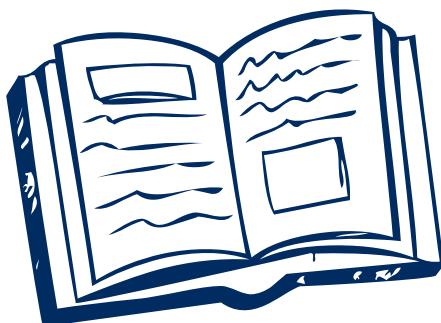
- Demonstrate knowledge and understanding of the key features and characteristics of the period studied.
- Explain and analyse historical events and periods studied using second-order historical concepts.
- Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements.
- Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

## Overview

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

## Skills

GCSE History will give you a number of skills relevant to many types of employment, such as the ability to seek information and argue a case orally and in writing and to present evidence/reports in a logical way. These intellectual skills and the knowledge gained from the study of History provide excellent preparation for careers, either directly related to the subject or in areas such as law, journalism, the medical professions, banking, national and local government, the civil service and teaching.



## Course Contact

e: grant.parsons@oasissholing.org



## Course content

**Migrants in Britain, c800–present and Notting Hill, c1948–c1970.**

**Part one: c800–c1500: Migration in medieval England**

**Part two: c1500–c1700: Migration in early modern England**

**Part three: c1700–c1900: Migration in eighteenth- and nineteenth-century Britain**

**Part four: c1900–present: Migration in modern Britain**

**Part five: Notting Hill, c1948–c1970**

**Early Elizabethan England 1558–88**

**Part one: Queen, government and religion**

**Part two: Challenges to Elizabeth at home and abroad**

**Part three: Elizabethan society in the Age of Exploration**

**Superpower relations and the Cold War, 1941–91**

**Part one: The origins of the Cold War, 1941–58**

**Part two: Cold War crises, 1958–70**

**Part three: The end of the Cold War, 1970–91**

**Weimar and Nazi Germany 1918–39**

**Part one: The Weimar Republic**

**Part two: Hitler's rise to power**

**Part three: Nazi control and dictatorship**

**Part four: Life in Nazi Germany**

## Assessment

### Examinations (100%)

**Paper 1 (30%) (1 hour 15 minutes)**

**Thematic study and historic environment.**

**Migrants in Britain, c800–present**

**and Notting Hill, c1948–c1970.**

**Paper 2 (40%) (1 hour 45 minutes)**

**Period study and British depth study. B4:**

**Early Elizabethan England, 1558–88. P4:**

**Superpower relations and the Cold War, 1941–91.**

**Paper 3 (30%) (1 hour 20 minutes)**

**Modern depth study.**

**Weimar and Nazi Germany, 1918–39.**

## Opening doors

Apart from broadening your knowledge, studying history will help you to develop the skills of researching information from different sources, analysing information, and organising and presenting facts and views. These skills are useful for a wide range of jobs.

## Objectives

- To develop transferable analytical skills in decoding a wide range of media texts.
- To develop technical ability in using a range of equipment to create an effective audio, visual or multimedia texts.
- To learn and understand a range of theories related to the subject and confidently apply them.
- To help students be future ready with the tools to analyse the media and understand how they can be influenced by it.

## Overview

This subject has everything. Love computing? Students will be able to use their love of graphics or technical skill to produce coursework. Enjoy English? You will be able to use your knowledge to analyse a wide range of media texts. Crazy about History? Apply your understanding of how societies have evolved and altered over time. This is a subject where commitment and enthusiasm will equal success and historically students over-perform in this subject.

## Skills

You will have the opportunity to develop a critical understanding of the role of the mass media in society and develop your ability to analyse and understand it. Studying Media Studies provides students with: extensive and meaningful coverage of media theory and practice; practical work which integrates theories and concepts; the chance to study across a range of different media platforms such as film, newspapers, advertising, radio, video games, music videos, television and the opportunities to learn about real media products and industries.



## Course Contact

e: [tamasin.gale@oasissholing.org](mailto:tamasin.gale@oasissholing.org)



## Course content

A wide range of media texts will be studied, drawn from the following areas of the media:

- Moving Image (Luther, The Sweeney)**
- Print and digital Publishing (GQ magazine, PRIDE magazine, The Sun newspaper, The Guardian newspaper)**
- Radio (The Archers)**
- Web based Technologies (Fortnite)**
- Advertising and Marketing (Quality Street, This Girl Can, The Man with the Golden Gun, No Time to Die)**
- Popular music and online social media (Bruno Mars / Katy Perry / TLC)**

All of our set products are studied in relation to our key -

- Audience
- Representation
- Media Language
- Industry

## Assessment

**One Non-exam Assessment (30%) and two examinations to be taken in Year 11 assessing your analysis of 12 set products.**

## Opening doors

You only have to watch the credits roll at the end of your favourite television show or film to get an understanding of just how many jobs are available in media industries. So whether you are into journalism, advertising, broadcasting, technical support, A&R , costume design, directing, producing, managing locations, marketing, anchorperson, public relations, presenting, researching, scriptwriting or any of the other positions out there – there's a place for you!

## Trips & Visits

We firmly believe that this subject should involve as much input from experts in the industry as possible and therefore place a high value on trips and internal visits from a range of specialisms. Previous examples include: visit from the BBFC regarding film classification, trip to The Guardian newsroom, trip to Sky Sports studios in London, and visits to the Warner Brothers Studio in London.

## Objectives

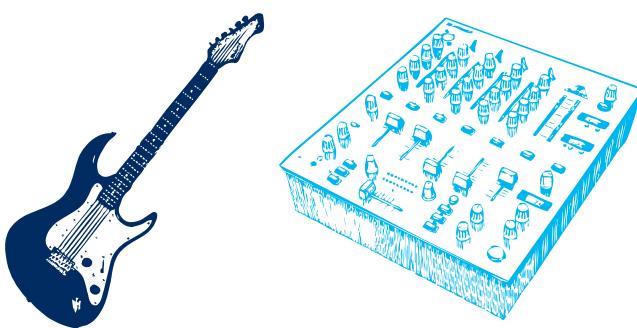
- Demonstrate knowledge of theoretical and contextual issues relating to music style, audience and the music industry
- Perform effectively on their instrument/voice/music tech
- Rehearse and display musicianship skills in a number of professional scenarios
- Develop a repertoire of songs

## Overview

Students choose from two pathways, one focussing on performing and the other on technology. The course is a practical first subject with no written exam. Student will develop their musical knowledge through practical analysis and written comparison as well as their own musicianship on their chosen pathway.

## Skills

By engaging in Year 9 Music, you will have performed and used music technology up to the standard required, you do not need to be able to read music. You may sing, play an instrument, or use Music Technology. Instrumental lessons are recommended which can be provided for free. You will work on your personal instrument (including singing and music technology), rehearse with other performers, or engage creatively in music producing. As well as gaining a basic understanding of how songs are created and recorded. Alongside gaining a more in-depth understanding of music, you will also develop transferable skills such as self-reflection, communication, teamwork and problem solving.



## Course Contact

e: josh.hargreaves@oasissholing.org



## Course content

### Component 1—Exploring music products and styles

Learners will build their musical knowledge through analytical listening and practical engagement with repertoire from different styles and genres of music, as well as their commercial application.

### Unit 2 –Skills Development

Learners will plan and carry out a series of skill development plan to improve their musicianship through their chosen pathways (performing, composing and producing).

### Unit 3—Responding to a music brief

Learners will apply their research and creative skills to, carry out and perform or produce a piece of music as part of a commercial music brief similar to what they might find in the real industry.

## Assessment

### Musical Knowledge 30%

Create a portfolio demonstrating understanding of different styles of music, with examples. Create short examples of musical products related to a theme.

### Musical Skill Development 30%

Plan and create two musical outcomes in different musical areas to develop professional and musical skills.

### Recording/Performing 40%

Understand how to respond to a commercial musical brief by selecting and applying musical skills. Finally, prepare, present and critique your response to the brief.

## Opening doors

Students will develop the skills to progress into the music industry. Alternatively, learners can progress to higher education courses such as college courses in music or music technology. The course develops transferable skills such as self-reflection, communication, teamwork, creativity and problem solving. Typical employment progression is to areas such as performing/recording artist, producer, composer, entrepreneur or industry professional. Careers where music is directly related to the job could include Music Therapist, Musician, and Sound Technician. Alongside; Arts Administrator, Event Manager, Theatre Stage Manager, Sales, Tour Manager, Merchandiser, Public Relations Officer

## Objectives

- To encourage personal development through practical participation and performance in a range of sports and exercise activities.
- To give learners a wider understanding and appreciation of health-related fitness, sports and exercise through a selection of optional specialist units.
- Build on skills learned in key stage three and apply these to a vocational context or scenario.
- Give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

## Skills

BTEC Sport encourages learners to develop their people, communication, planning and team-working skills through a wide range of assignment tasks and topics. They apply their knowledge and skills to vocational contexts within the sporting and leisure industry and students are encouraged to explore situations that can occur within working lives. Students will use both practical and theory based knowledge to produce assignments that meet the required criteria. This course is equivalent to a GCSE qualification.



## Course Contact

e: warren.bentley@oasissholing.org



## Course content

Students will study 3 units:

Compulsory units:

- **Unit 1:** Preparing participants to take part in sport and physical activity (PSA 1 Internal assessment)
- **Unit 2:** Taking part and improving other participants sporting performance (PSA 2 Internal assessment)
- **Unit 3:** Developing fitness to improve other participants performance in sport and physical activity (Exam)

Students will aim to achieve the following grades:

**Level 1 Pass:** (equal to grade 1 at GCSE)

**Level 1 Merit:** (equal to grade 2 at GCSE)

**Level 1 Distinction:** (equal to grade 3 at GCSE)

**Level 2 Pass:** (equal to grade 4-5 at GCSE)

**Level 2 Merit:** (equal to grade 6 at GCSE)

**Level 2 Distinction:** (equal to grade 7 at GCSE)

**Level 2 Distinction\*:** (equal to grade 8-9 at GCSE)

## Assessment

**PSA's are Pearson's Set Assignments.** These are assignment tasks which are set by the exam board which students must complete over a set number of lessons. These assignments have to be complete in school under exam conditions. PSA's have strict deadlines and are studies during the following times over the academic year:

**PSA 1 – February-May of Year 10**

**PSA 2 – Starts in June of Year 10 and completed in December of Year 11**

**Exam – Sit in summer of year 11**

**BTEC subjects have internally assessed tasks (assignments) and externally assessed tasks (examination).** At the end of the course, all internally and externally assessed grades are put together to determine the overall grade achieved.

**BTEC students are formally assessed throughout the whole course so excellent attendance is required to ensure maximum success within this subject.**

## Opening doors

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

## Objectives

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

## Overview

The course is studied from a Christian and Hindu perspective. Students will have three hours of RS a week.

## Skills

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



## Course Contact

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## Course content

**Paper 1:** Beliefs, teachings and practices of two religions (Christianity and Hinduism).

**Paper 2:** Thematic studies, in which the following four units are studied:

**Theme B Religion and Life:** The Origins and Value of the Universe, the Origins and Value of Human Life, Abortion, Euthanasia and Animal Experimentation.

**Theme D Religion, Peace and Conflict:** Peace, Violence, Terrorism, Reasons for War, the Just War Theory, Holy War and Pacifism.

**Theme E Crime and Punishment:** The Causes of Crime, different Types of Crime, the Aims of Punishment, the Treatment of Criminals, Forgiveness and the Death Penalty.

**Theme F Religion, Human Rights and Social Justice:** Prejudice and Discrimination in Religion, Issues of Equality, for example, the status of Women in Religion. Issues relating to the Exploitation of the Poor, Attitudes to Wealth and its Uses and the Importance of Charity.

## Assessment

100 % examination. The two papers are taken at the end of Year 11 for a Full GCSE. Each paper is 50% of the total marks.

## Opening doors

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

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

## Objectives

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

## Overview

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

## Skills

Students will develop their knowledge and understanding of issues within the tourism sector. They will study a variety of units that will prepare them for work in the travel industry. They will investigate case studies and will write assignment tasks based on scenarios both local and international. **This course is equivalent to a GCSE qualification.**



## Course Contact

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## Course content

Students will study 3 compulsory units:

1. **Travel and tourism Organisations and Destinations (Assignment)**
2. **Customer Needs in Travel and Tourism**
3. **Influences on Global Travel and Tourism**

## Assessment

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BTEC subjects have internally assessed tasks (assignments) and externally assessed tasks (examination). At the end of the course, all internally and externally assessed grades are put together to determine the overall grade achieved.

BTEC students are formally assessed throughout the whole course so excellent attendance is required to ensure maximum success within this subject.

## Grading

Students will aim to achieve the following grades:

- Level 1 Pass:** (equal to grade 1 at GCSE)  
**Level 1 Merit:** (equal to grade 2 at GCSE)  
**Level 1 Distinction:** (equal to grade 3 at GCSE)  
**Level 2 Pass:** (equal to grade 4-5 at GCSE)  
**Level 2 Merit:** (equal to grade 6 at GCSE)  
**Level 2 Distinction:** (equal to grade 7 at GCSE)  
**Level 2 Distinction\*:** (equal to grade 8-9 at GCSE)

All students will aim to achieve level 2.

## Opening doors

This course will allow students to study Level 3 Travel and Tourism at college. It is recommended for students who want to work within the travel sector. This could include - travel agents, visitor information and tourist information centres.

## Objectives

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

## Overview

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

## Skills

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



## Course Contact

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## Course content

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

### The three themes are:

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

## Assessment

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

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

## Opening doors

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

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

# Personal and Social Effectiveness (PSE)

## Objectives

Personal and social effectiveness is key for inspiring confidence and equipping learners with the skills and qualities, they will need for the complexities of learning, work, and life.

It covers three skills-based units:

- Developing myself and my performance
- Working with others
- Problem solving

## Overview

The Personal and Social Effectiveness (PSE) qualification is designed to develop competencies in communication, collaboration and emotional intelligence for learners working at Level 1 and Level 2.

## Skills

PSE enables students to:

- Develop and demonstrate a range of personal, key and employability skills
- Broaden their experience
- Manage their learning in a variety of real-life contexts

The qualification is practical, engaging and flexible. The content of the course can be personalised, therefore the student has control of his or her own learning.

## Course content

### Unit one: Developing myself and my performance

Health and wellbeing  
International links  
Digital communications  
Beliefs and values

### Unit two: Working with others

Citizenship and community  
Sport and leisure  
Environment  
Enterprise  
Beliefs and values

### Unit three: Problem solving

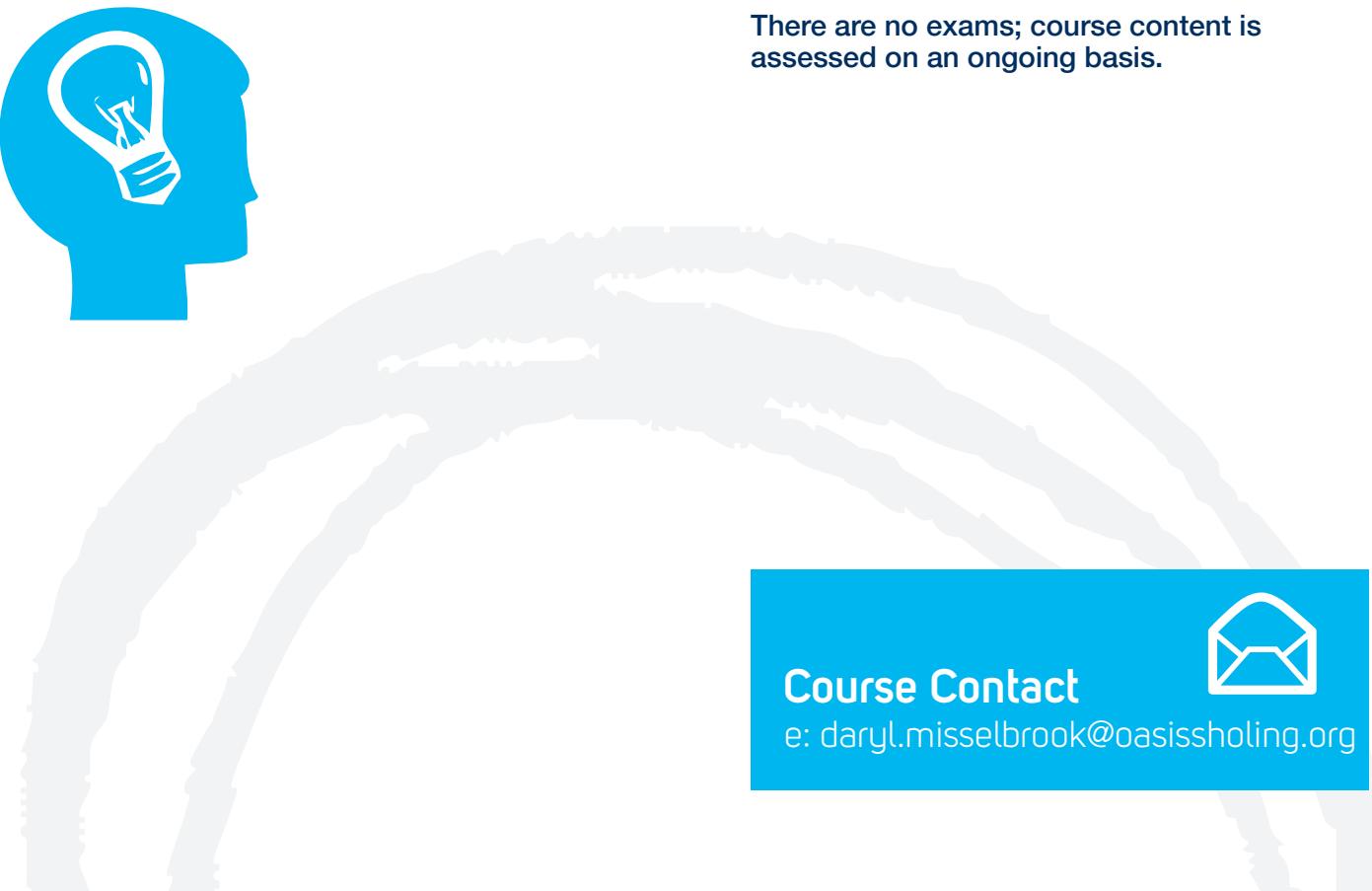
Science and technology  
Expressive arts  
Independent living  
Vocational preparation

### Unit four: Delivering a project (certificate only)

Building on the knowledge, skills and attributes of the first three units, the learner chooses their project linked to one or more topics from units 1-3

## Assessment

There are no exams; course content is assessed on an ongoing basis.



## Course Contact

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