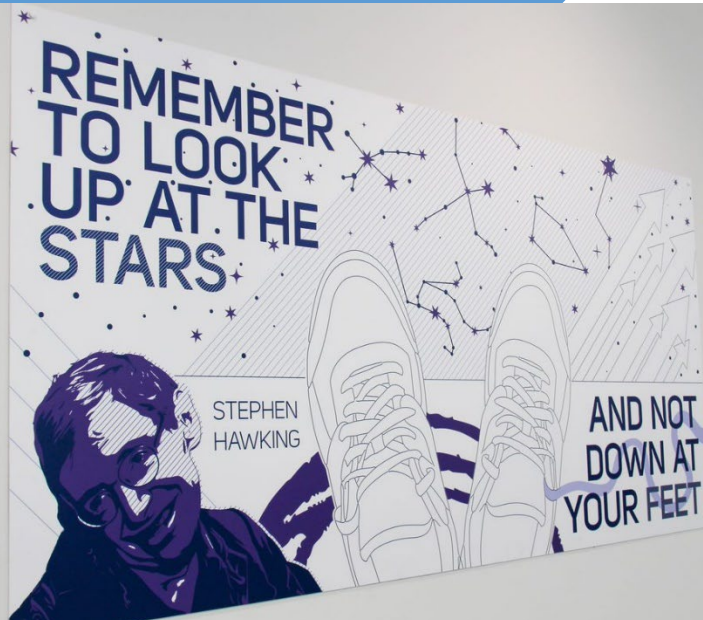
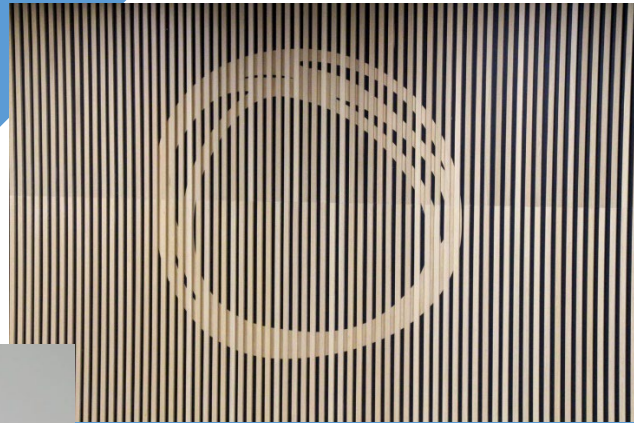


OASIS ACADEMY SILVERTOWN

Ready for university, ready to lead.



KS4 Options Booklet 2026



**Be Proud
Be Independent
Be Nice
Be Professional
Be Resilient**



Welcome to the next phase of your education

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

It is important that you consider a number of things when making your choice about your GCSE courses.

You may have some idea of what you want to do in the future or you may be unsure. It is important to consider courses that will give the best chances to access further learning and give you a broad range of skills. When making your choice please consider the following:

- What are your strengths?
- What interests do you have?
- What do the option choices involve and what careers may they lead to?
- What are your post 16 plans?
- Which university would you like to go to or career are you interested in?

Your choice needs to be personal to you and support you in the next phase of your education. It is important that you also discuss your plans and concerns with family and teachers. If you need any further support you can speak to your Learning Coach, or subject teachers and the teacher who conducts your one to one interview.

What is available for you in Year 10 at Oasis Academy Silvertown?

- A small academy where everyone knows you and cares about you and your aspirations
- The best possible teaching, ensuring that you are challenged and supported to achieve the best possible outcomes at GCSE.
- Course materials to support you with your academic achievement.
- Mentoring with local professionals
- Support with your post-16 choices. This will include one to one careers interview, mentoring and post-16 education on course types and opportunities.
- One week of work experience.
- Multiple enrichment opportunities (dependent on option choices) which may include Geography fieldwork excursion, Art trips to galleries, music trips to concerts and numerous encounters with employers and professionals from all aspects of our local and global community.
- Leadership training opportunities to prepare students for leadership at university or in the world of work. This includes membership of our student parliament, an opportunity to apply for head prefect, an opportunity to be prefect, sports leadership and mentoring students in lower years.

We are very pleased that you are at Oasis Academy Silvertown and can't wait to lead you through these important decisions for the next phase of your education. We are here to talk to if you need support; we are with you every step of the way.

Ms Boxer
Principal

As you begin the process of choosing your options for Year 10, you are stepping into an exciting new phase of your education. This is your opportunity to shape a pathway that reflects who you are, what you enjoy, and where you want to go next.

The choices you make now will support your growth throughout Key Stage 4 and help you develop the knowledge and skills needed for future success. We are here to guide and support you at every stage, ensuring you have the information and encouragement needed to make confident, informed decisions.

By working together with your families, we aim to make your transition into Key Stage 4 a positive and motivating experience. This is your journey. Choose subjects that challenge you, inspire you, and help you become the best version of yourself.

Ms Mehtab
Head of Year 9

Deciding on your options

Our curriculum for the next two years is split into two halves: your core curriculum offer and your personal choices. Each student will have a different curriculum dependent on their interests, aspirations, ability/level and strengths. The core offer is the same for all.

The core offer for everyone is:

- Mathematics (GCSE)
- English Literature and Language (GCSE)
- Science - one of two pathways dependent on interest and ability (GCSE)
- PE (no exam)
- PSHE (no exam)

In addition to the compulsory subjects, students will study a further 3 or 4 courses. Finally, all students will choose two reserve options which will be used only if first choices cannot be fulfilled. If a student will be required to choose one of their reserve options, a member of the staff will discuss this with them to support them in making a choice that they are happy with.

You will be guided into one of two pathways. The pathway you are guided in to will depend on your assessment results, your classwork and your homework throughout Year 7-9.

Pathway 1

Most students will follow pathway 1.

Students will continue with a **language and either History or Geography** and make **two further** free choices.

Option 1: French

Option 2: Geography or history

Option 3: Free choice

Option 4: Free choice

Reserve 1: Free choice

Reserve 2: Free choice

Pathway 2

This pathway is for students who would benefit from additional English and Maths tuition and/or other bespoke interventions to support them to achieve well.

Students will have **additional English and Maths support** and will make **three further** free choices.

Option 1: Additional English and maths/bespoke interventions

Option 2: Free choice

Option 3: Free choice

Option 4: Free choice

Reserve 1: Free choice

Reserve 2: Free choice

During the information afternoon/evening, consider which option choices you would like to take. Please also consider your reserve options, we will use this in the event of not being able to offer or match your preferred choices.

Option choices:

GCSE French

GCSE Geography

GCSE History

GCSE Art and Design

GCSE Music

BTEC PE

GCSE RE

GCSE Triple Science - Biology, Chemistry, Physics

GCSE Drama

GCSE Computer Science

GCSE Food and Nutrition

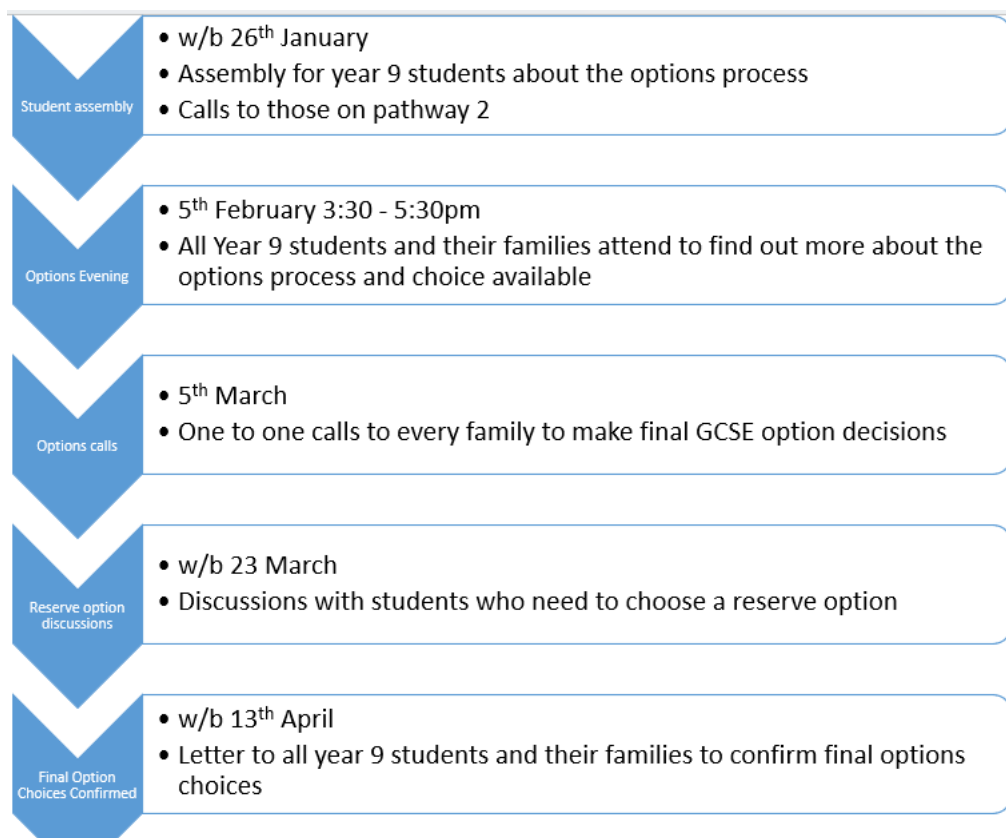
GCSEs in community languages- *Only available to students who already speak, read and write another language.*

GCSE Further Maths – *Only available to students by invitation from the Head of Mathematics.*

Options Process Timeline

Choosing GCSE options is an important process that should be carefully considered and not rushed. As a result, we support all students and their families to take time to consider the decision carefully.

After options evening, students and their families will have time to consider the decision before they meet with a member of staff to discuss and agree their final choices. Following this, any students who need to choose one of their reserve options will be consulted before final options are allocated and confirmed by letter.



Advice from Oasis Academy Silvertown Year 10 students

Do

- Make sure you pick subjects that you are good at.
- Pick subjects that you enjoy and not just ones that you think would look good on your CV.
- Pick subjects that link with your future aspirations.
- Go for a variety of subjects; remember universities look for a balanced range of subjects.
- Talk to teachers about the subjects before picking them to make sure it is what you want.
- Think carefully about the subjects and don't rush your choices.
- Speak to your parents/family about your option choices.

- Look into the qualifications that your chosen career needs.
- Look at past reports and target grades to establish subjects that you are achieving in.
- Make sure you are 100% certain on your choices as you do not want to be changing options.

Don't

- Don't choose an option because your friends are.
- Don't pick a subject because you do or do not like the teacher.
- Don't choose a subject because you think it is easy.
- Don't feel pressured by family to pick certain subjects.
- Don't be afraid to ask questions.

Changes to education & the new Progress 8 measure: A Parent's Guide

Previously, schools and students were measured by the achievement of 5 GCSEs at A* to C including English and Mathematics.

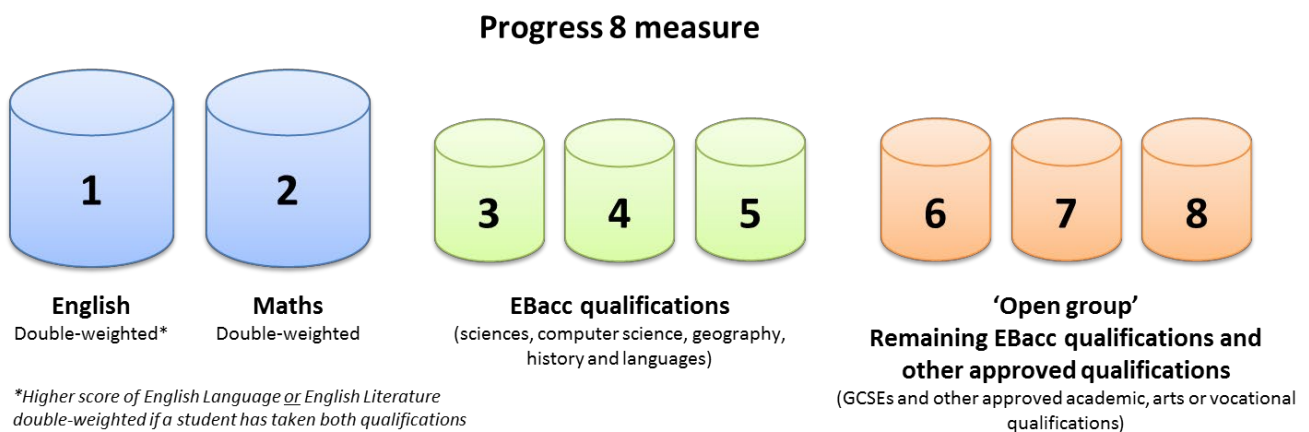
From 2016 there will be four separate measures: Progress 8, Attainment 8, English and Mathematics and EBacc.

Progress 8

Progress 8 is the average progress that your child will make from year 7 to 11 in eight subjects, above or below the national achievement of similar students.

The Progress 8 measure is designed to encourage all students to study a **broad and balanced curriculum**.

For each student the **8 subjects must be a combination from the diagram below**.



The Progress 8 score will always be determined by dividing the points total by 10 (the eight best suitable qualifications with English/English Literature and Mathematics counting double), regardless of how many qualifications your child sits or in which subjects.

- **Attainment 8** – shows the students' total achievement in the same group of subjects as the Progress 8 measure. The attainment and score is calculated by simply adding the value of each subject grade together.
- **English and Mathematics** – If your child achieved a 5 or better in both English (either Language or Literature) and Mathematics.
- **The EBacc** – If your child achieved good grades 9 to 5 across a range of specific subjects.
- **English Baccalaureate** – consists of English, Mathematics, 2 x Science, History or Geography and a Language.

Combined Science – AQA GCSE

(Physics, Chemistry and Biology)



Why study combined science?

We have seen over recent years how the study of science is essential for society to progress. Studying combined science gives you an exciting opportunity to understand the world around you, and the skills that could help you to make a big impact on our world in the future.

In combined science, you will still get to study Biology, Chemistry and Physics! You will finish the course with 2 Science GCSEs which are a combination of all three sciences. Combined science is a good option for you if you love science but need to improve your confidence – there is less content so you will be able to focus more on each topic. Combined science is compulsory for all students (triple science can be chosen additionally).

Course Content

Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

Career Guidance

You can still study science at sixth form/college and university and have a career in science with a combined science qualification! Example careers are...

- Medical careers E.g Doctor/Vet/Nurse
- Engineering
- Astrophysicist
- Forensics
- Lab scientist E.g. microbiologist, chemist
- Material scientist
- Ecologist
- Teacher

Assessment

- 2 x 1hr 15 minute exams for each qualification (Biology, Chemistry and Physics) = 6 total
- 100% exams - Multiple choice, structured, closed short answer and extended open response.

Student Voice

"I enjoy studying science because I like finding out about the world around me. My favourite part of science is doing experiments. I do combined science and I like that I still get to study all three sciences."

Separate Science (Triple) – AQA GCSE (Physics, Chemistry and Biology)



Why study triple science?

Over the last few years we have seen how scientific research has been essential for us to progress in society. Studying triple science will provide you with a deeper understanding of how the world around you works, and allow you to develop the skills to one day be able to make a difference to our world. This could be developing new medicines, researching new areas or exploring space.

Separate Science is a subject you should pick if you are passionate about Science and want to follow a Science related career. You will gain three separate GCSEs (Triple Science) in Physics, Chemistry and Biology. Please discuss with **Miss McGrath** before applying for this course. Applications will be reviewed once made due to the high academic demands of this course.

Course Content

Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- **Space physics (triple only)**

Assessment

- 2 x 1hr 45 minute exams for each qualification (Biology, Chemistry and Physics) = 6 total
- 100% exams - Multiple choice, structured, closed short answer and extended open response.

Career Guidance

Studying these subjects will provide you with skills and knowledge for the following careers:

- Medical careers E.g Doctor/Vet/Nurse
- Engineering
- Astrophysicist
- Forensics
- Lab scientist E.g. microbiologist, chemist
- Material scientist
- Ecologist
- Teacher

Student Voice

“I enjoy doing triple science because it gives me a deeper understanding about how our everyday life works in detail. I’m glad I chose it because unlike normal science, it really goes into depth about specific topics. For me triple science isn’t just about having more knowledge, it’s about having a greater understanding to how our world works and I think that’s really important for the future in order for us as people to develop.”

“I’m glad I chose triple science because of how much depth you learn things in. I always thought that science was just about your body but you soon learn that science is everything and lots of concepts to it. It’s an enjoyable subject especially when you do lots of practicals to deepen your understanding!”

Drama – Edexcel GCSE



Aims of the Course

This qualification is designed for learners who wish to develop a range of transferable practical and academic skills, and to develop a clear understanding of drama and theatre. Due to its focus on academic as well as practical skills, the course is accepted by Russell Group Universities. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts, both practically and in their written work. The GCSE offers opportunities to:

- develop an understanding of plays in practical performance and under academic study
- improve written and oral communication skills
- participate in a range of performances and rehearsals, and reflect on them through writing
- attend and evaluate a piece of live theatre

Course Content

You should have a real interest in practical drama and theatre, both in terms of scripted and devised drama, and the evaluation of live theatre. You also need to have a willingness to work out of hours as you will be expected to rehearse independently for performances and on coursework projects, as well as to answer a wide range of written questions about drama. Good attendance is paramount as you will often work in groups and your assessments will take place within curriculum time.

Why this course?

- Students who study Drama develop a wide range of transferable in addition to theatrical skills. Students who complete GCSE Drama often follow career paths in industries including but not limited to; acting, theatre, online, print and broadcasting media, teaching, law, business and a range of other professions.

Assessment and other Information

There are three components in the GCSE Drama:

Component 1: Devising

Non-examination assessment

40% of the qualification – 60 marks

Students create and develop a **devised piece from a stimulus** and create a portfolio to analyse and evaluate the devising process and performance.

Component 2: Performance from a text

Non-examination assessment

20% of the qualification

Students will perform **two key extracts** from a performance text.

Component 3: Theatre Makers in Practice *Written examination: 1 hour 30 minutes 40% of the qualification – 60 marks*

Students complete a written exam on their practical exploration and study of one complete performance text. In this exam they will also need to write a live theatre evaluation on a production we have seen.

Student Voice

“Studying Drama helped enhanced my artistic and creative abilities. It also helped me to build my confidence, team work and decision making”

“GCSE Drama gave me unrivalled opportunities to experience live professional theatre and work with professionals in this field”

English Language – AQA GCSE



Aims of the Course

The English Course is designed to develop:

1. Understanding of the spoken word and the ability to express ideas effectively in a variety of forms.
2. Understanding of the written word and the ability to respond to, compare and evaluate a wide range of texts.
3. The ability to write appropriately and accurately in a range of forms.

Course Content and Assessment

| | | |
|--|--|----------|
| Paper 1: Explorations in Creative Reading and Writing | | |
| Written Exam 50% of the total GCSE marks | 1 hour 45 minutes | 80 marks |
| Section A: Reading (40 marks) (25%) One literature fiction text | -one single text <ul style="list-style-type: none"> • 1 short form question (1 x 4 marks) • 2 longer form questions (2 x 8 marks) • 1 extended question (1 x 20 marks) | |
| Section B: Writing (40 marks) (25%) Descriptive or narrative writing | <ul style="list-style-type: none"> • 1 extended writing question (24 marks for content, 16 marks for technical accuracy) | |
| Paper 2: Writers' Viewpoints and Perspectives | | |
| Written Exam 50% of the total GCSE marks | 1 hour 45 minutes | 80 marks |
| Section A: Reading (40 marks) (25%) One non-fiction text and one literary non-fiction text | -two linked texts <ul style="list-style-type: none"> • 1 short form question (1 x 4 marks) • 2 longer form questions (1 x 8 marks, 1 x 12 marks) • 1 extended question (1 x 16 marks) | |
| Section B: Writing (40 marks) (25%) Writing to present a viewpoint | <ul style="list-style-type: none"> • 1 extended writing questions (24 marks for content, 16 marks for technical accuracy) | |
| Spoken Language: Non-examination Assessment (It is not an exam; it is a separate endorsement - it does not contribute to their English Language grade) | | |
| Students are assessed on: <ul style="list-style-type: none"> • Presentation skills • Responding to questions and feedback • Their use of Standard English | <ul style="list-style-type: none"> • Students present to their class and teacher on a topic of their choice. • It is marked by the teacher. • Students are given a grade – pass, merit or distinction | |

Career Guidance

The English language course will support you in ANY job that you take up after you leave school! This is because in English Language lessons, you will be developing your reading, writing and analytical skills, which are of course essential in all walks of life.

Some specific jobs/ careers that might be particularly applicable:

Teaching, Writing / Journalism, Law, Languages / Translating, Politics / Civil service

Student Voice

"I feel really motivated by the English Language course because it is really important for developing the skills we need for life after leaving school, no matter what we might end up doing"

English Literature – AQA GCSE



Aims of the Course

The GCSE English Literature enables students to develop:

1. The ability to understand and respond to a range of literature texts and appreciate the ways in which different authors achieve their purpose.
2. The ability to compare and evaluate a range of literary texts.
3. Understanding of how form and style suits particular audiences and purposes.

Course Content and Assessment

| | | |
|--|--|----------|
| Paper 1: Shakespeare and the 19th century novel | | |
| Written paper 40% of the total GCSE marks | 1 hour 45 minutes | 64 marks |
| Section A: Shakespeare (At Oasis Academy Silvertown, we currently teach 'Macbeth') | Students will answer one question on the play. They will be required to write in detail about an extract from the play and then to write about the play as a whole. | |
| Section B: The 19 th century novel (At Oasis Academy Silvertown, we currently teach 'A Christmas Carol') | Students will answer one question on the novel. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole. | |
| Paper 2: Modern texts and poetry | | |
| Written paper 60% of the total GCSE marks | 2 hours 15 minutes | 96 marks |
| Section A: Modern text (At Oasis Academy Silvertown, we currently teach the play 'An Inspector Calls') | Students will answer one essay question from a choice of two on the play. | |
| Section B: Poetry (Comparative question) (At Oasis Academy Silvertown, we currently teach the 'Power and Conflict' anthology) | Students will answer one comparative question on one named poem printed on the paper and one other poem from the anthology cluster. | |
| Section C: Unseen Poetry | Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem. | |

Career Guidance

The English literature course will support you in ANY job that you take up after you leave school! This is because you will be developing your reading, writing and analytical skills, which are of course essential in all walks of life.

Some specific jobs/careers that might be particularly applicable:

Teaching, Writing / Journalism, Law, Historian, Politician

Student Voice

"I love studying the supernatural and gender roles throughout history whilst reading our literature texts!"



Aims of the Course

French is an incredible subject to study and will open so many doors for you, not just for careers but also in the way you think about and view the world. We are passionate about studying French in our school and this is why:

- 1. Fluency**
We ensure that all of our students are fluent in French by the end of Year 11.
- 2. Lifelong language learners**
We hope that French is only the first language which our students learn in their lives. Students are equipped with the tools for a lifetime of language learning.
- 3. Celebrating differences**
The close study of Francophone culture builds our students' understanding of people who are different to them. Students learn how to relate better to others.
- 4. Confident communicators**
We know that it takes great courage to speak a different language. No one likes to make mistakes, but mistakes, mispronunciation and incorrect grammar are all part of learning a language. Our students learn the confidence to try and speak, even though they may get it wrong. We are fostering a growth mindset in our students.
- 5. Deepening understanding of your own language**
When we learn how French works, we compare it to our own language or languages. Our students are discovering how their own languages function and improving their literacy.
- 6. Ready for university, ready to lead**
Languages are highly valued by universities and in the world of work. We know that our rigorous approach and high expectations of students are setting them up for future success.

Course Content

There are three main topic areas in French:

- Identity and culture - family and relationships, festivals and celebrations, technology in everyday life, free time activities.
- Local, national, international and global areas of interest - home town and area, social issues, the environment, travel and tourism.
- Current and future study and employment
- We study each topic in depth, building on our work from KS3.

Assessment

All four skills (Speaking, Writing, Reading and Listening) are assessed at the end of Year 11 and carry an equal weighting.

Speaking: 25%
Writing: 25%

Reading: 25%
Listening: 25%

We follow the AQA GCSE specification. During the course students will have regular weekly vocabulary tests. The pass mark for these is 80% as it is in KS3. Student will complete assessments in the four skills at the end of the term, Listening, Writing, Reading and Speaking.

Student Voice

"Learning French has helped me develop my confidence. It isn't easy but I know that I am more resilient because I've done it for the last four years."

"I like learning about the culture and watching films in French is fun!"

Career Guidance

French can open so many doors for you, whether you are thinking about a career in media, journalism, advertising, diplomacy, science, creative arts or education, language skills are needed in almost every job.

Art and Design – AQA GCSE

(Drawing, painting and printmaking)



Are you a creative individual?

Are you interested in a career in...

- Art (Artist, curator, educator, teacher, gallery work)?
- Photography?
- Illustration?
- Animation?
- Design (product, web, clothing, games, jewellery, graphic or interior design)?
- Architecture?

If so, GCSE Art and Design may be for you!

Subject Content/Skills

Introduction Project:

In this project students develop key skills and understanding to prepare for following coursework projects.

Project One and Two:

Students are presented with a theme in which they independently explore through research, investigations and experimentations. Students will develop upon the skills and knowledge learnt in the introduction and previous year as they create a portfolio of their artistic journey which is completed with a final artwork.

Exam Project:

Students are presented with a theme from the AQA exam board. They follow a similar independent artistic journey to their coursework above. Students create their final artwork in a 10-hour practical exam.

Assessment

- Controlled Assessment/
Coursework: 60%
- Externally Set Task/
Exam Coursework: 40%

Art develops transferable skills

Students will learn to:

- Apply a creative approach to problem solving
- Consider and develop original ideas from initiation to realisation
- Analyse critically their own work and the work of others
- Express individual thoughts and choices confidently
- Take risks, experiment and learn from mistakes

Student Voice

"Commitment, dedication and perseverance. These are the three qualities that are essential if you are looking to do GCSE Art. GCSE Art is more than just drawing; it's expressing, conveying and presenting your artistic ideas visually and by written communication. Art will take up a lot of time, but it sure is more rewarding than anything else: by the end of it, you'll have a sketchbook of work that you can be incredibly proud of!"

Please Note

Studying Art will require students to commit to a considerable amount of additional time to home learning and school holiday sessions. GCSE Art is a coursework subject and therefore strong results come from the considerable time and effort put in by you, the student!

Geography – AQA GCSE



Context

The world is always changing. Geography gives you an opportunity to get to grips with some of the big questions which affect our world, and the influence we all have. It is a good study choice if:

You want to understand some of the big current global issues such as population change, hazards and global warming.

You want to be a leader in the wider society. We will help you to develop the skills you need to think critically about the world around you, process information presented in a variety of ways, think about issues from different perspectives, and develop your own viewpoints.

You are keen to increase your appreciation and awareness of the world you live in.

You want to improve your skills in written and verbal communication and deepen your abilities in critical thinking.

You are preparing for college, university and the world of work (for example, jobs involving people, current affairs or engineering). Geography is well respected by universities and employers alike - geographers are very employable!

Subject Content/Skills

We use the new **AQA specification**. Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include urbanisation, natural hazards, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Students are expected to undertake two mandatory fieldwork days to prepare them for Paper 3.

Module 1: Living with the physical environment (Section A: The challenge of natural hazards; Section B: Physical landscapes in the UK; Section C: The living world). This section is worth **35%** of your total GCSE.

Module 2: Challenges in the human environment (Section A: Urban issues and challenges; Section B: The changing economic world; Section C: The challenge of resource management). This section is worth **35%** of your total GCSE.

Module 3: Geographical applications (Section A: Issue evaluation; Section B: Fieldwork). This section is worth **30%** of your total GCSE.

Assessment

What can you expect from the course?

We aim to provide every student with every opportunity to achieve their full potential. Lessons will be challenging and engaging with learning resources that will help you achieve success.

You will sit three papers:

Paper One- Living with the physical environment (**35%**)

Paper Two- Challenges in the human environment (**35%**)

Paper Three- Geographical applications (**30%**)

Career Guidance

Cartographer, commercial/residential surveyor, environmental consultant, town planner, transport planner, international aid/development worker, landscape architect.

Student Voice

“Geography is great because you get to explore other countries and cultures”.

“Geography makes me want to take a more active role in looking after the planet”.

History – Edexcel GCSE



Aims of the Course

The students will develop:-

- Historical Analysis – Cause & Consequence, Change & Continuity, Similarity & Difference, Interpretations of the past and evidential understanding.
- An understanding of how events in the past have shaped the modern world.
- A breadth of knowledge spanning the last 1000 years as well as a depth of knowledge in relation to specific elements of British, European and World history.

A History qualification demonstrates critical thinking, analytical skills and the ability to make connections between social, economic and political issues.

Content

The GCSE course studied in Years 10 and 11, following the Pearson Edexcel exam board

The following topics will be covered:

Paper 1: Thematic study and historic environment, Option 13: **Migrants in Britain, c800-present and Notting Hill, c1948-c1970**

Paper 2: British depth study, **B4: Early Elizabethan England, 1558–88**. Period study, **P4: Superpower relations and the Cold War, 1941–91**

Paper 3: Modern depth study, **Option 31: Weimar and Nazi Germany, 1918–39**

Assessment/Other Information

There will be three examination papers. There is no coursework or controlled assessment element.

Exam 1: Migrants in Britain, c800-present and Notting Hill, c1948-c1970 (1 Hour 20 minutes)

Exam 2: Early Elizabethan England, 1558-88 AND Superpower relations and the Cold War 1941-1991 (1 Hour 40 Minutes)

Exam 3: Weimar and Nazi Germany, 1918–39 (1 Hour 30 minutes)

Career Guidance

| | |
|----------|------------|
| Lawyer | Journalist |
| Politics | Academic |
| Business | Teacher |

Student Voice

“You are probably asking yourself 'Why should I choose history?'.

Long story made short; history isn't a subject like the others...History is a subject that teaches you how the world worked in the past and how it impacts the world you live in today. Also, it clearly exposes you to all the perspectives of a situation to help you get your own conclusion of the event, which not only helps your ability to listen and draw conclusions, but also it helps you see the mistakes from the past and not repeat them.”

Music – OCR GCSE



Aims of the Course

Students will develop:

- an enjoyment of **playing** and **listening** to music of different styles and cultures
- an understanding of the **language of music** in terms of theory and structure
- an enthusiasm for **composing** music in various styles individually and as part of a group
- the confidence to **perform vocally and/or instrumentally**, solo and as part of an ensemble, from notation and by ear

Content

1. Students will **perform** regularly on their chosen instrument, playing pieces of their choice as well as music from other styles and genres.
2. Students will **compose** a variety of music using given or chosen stimuli. They will be taught how to use music technology software for sequencing and composing.
3. Students will develop **listening skills** and will learn about a variety of music including popular music, classical orchestral music, music for films and gaming and traditional music from Africa, Asia and Central America.

Career Guidance

Studying music opens up doors to a wide range of careers such as:

- Performing or writing music
- Working in TV, film, radio or gaming
- Producing music or a sound engineer
- Organising concerts or gigs
- Working in education and the community
- Music journalist
- Working in a theatre or stadium

Music also teaches you the skills of confidence, teamwork and dedication, which will help you get any job you want.

Assessment/Other Information

Most homework tasks are practical and therefore **all students must be prepared to give up extra-curricular time to develop their skills.**

All music students will need to choose one instrument (or their voice) that they will perform on and will have free instrumental lessons provided on this instrument (or voice)

Assessment will be an ongoing process culminating in:-

- 2 compositions 30% }
- 2 performances 30% }
- A 1 ½ hour listening exam 40%

Student Voice

“GCSE music is great because music allows you to express your emotions freely when words can be hard to say.”

“You should pick music GCSE because it’s a great way to come out of your comfort zone and helps you experience so many new ways of performing music. Plus you get to go on lots of trips!”

Computer Science – OCR GCSE



Context

As we live in a digital age, most industries rely on data and software programmes. Computer Science & IT impacts everything, from scientific research to health development, transport, banking, communications etc.

Computer Science is a subject you should pick if you are passionate about technology and want to follow a technology related career.

Subject Content/Skills

Computer systems

Systems Architecture
Memory Storage
Wired and wireless networks
Network topologies protocols and layers
System security
System software
Ethical, legal, cultural and environmental concerns

Computational thinking, algorithms and programming

Algorithms
Programming techniques
Producing robust programs
Computational logic
Translators and facilities of languages
Data representation

Assessment/Other Information

Component 1:

Computer Systems **50%**
1 hour 30 minutes **Written paper**

Component 2:

Computational thinking
algorithms and programming **50%**
1 hour 30 minutes **Written paper**

Career Guidance

Studying these subjects will provide you with skills and knowledge for the following careers:

- Computer Hardware Engineer
- Software/Web Developer
- Cyber Security
- IT consultant
- Game Designer/developer
- Information Systems Manager
- Data/Application/Computer Systems Analyst
- Database Administrator

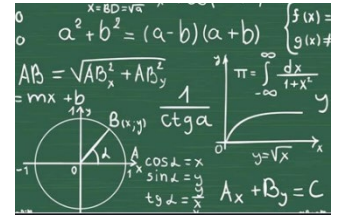
Student Voice

"I enjoy learning about computer science as it is a new subject I was introduced to and its very interesting knowing more about technology."

"I enjoy it because it's easy to apply to real life situations because the stuff taught is always happening everywhere around you."

Further Maths – AQA

(This course is only available for students on track to receive a grade 7, 8 or 9 in GCSE Mathematics) and is by invitation only from the Head of Mathematics.



Context

This qualification fills the gap for high achieving students by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at Level 3 (A-levels). It offers the opportunity for stretch and challenge that builds on the KS4 mathematics curriculum.

Subject Content

The specification content is set out in six distinct topic areas although questions will be asked that range across these topics.

- Number
- Algebra
- Coordinate Geometry (2 dimensions only)
- Calculus
- Matrix transformations
- Geometry
- Statistics

Assessment

Students take two question papers (both are taken in the same series) each lasting 1 hour and 45 minutes.

Paper 1: Non-calculator 80 marks

Paper 2: Calculator 80 marks

Student Voice

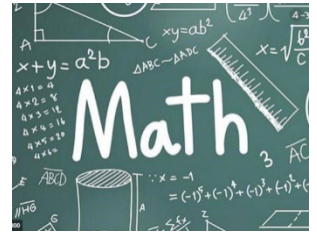
"Never knew I could like maths like this! Chances are if someone told me in year 10, I was doing maths for A level, I would honestly just laugh hysterically"

Career Guidance

Studying this subject will provide you with skills and knowledge for the following careers:

- Auditor
- Data or Research Analyst
- Computer Programmer/
Software developer
- Medical Scientist
- Financial Analyst
- Statistician
- Actuary
- Economist

Maths – AQA



Context

Mathematics teaches you skills that you can use in many different work and personal situations. The skills you learn in maths are skills you will use throughout your life. Some of the transferable skills that you gain from doing maths include; data analysis, organisation, critical thinking, time management, decision making.

Subject Content/Skills

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Assessment

All students will be entered for a GCSE in Mathematics.

The students will be entered for one of two tiers depending on their progress over the course:

Higher Tier

Foundation Tier

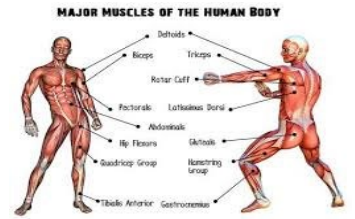
There are three exam papers for each tier each lasting 1 hour 30 minutes.

Paper 1: Non-Calculator paper

Paper 2: Calculator paper

Paper 3: Calculator paper

BTEC SPORT



Context

Exercise and wellbeing are becoming an increasingly important aspect of day to day life. Being able to unpick the key concepts behind this can help improve your overall wellbeing.

Physical Education courses can lead to a wide range of careers in an industry that has continued to grow at a good rate for many years. Covering the base of knowledge you need for a number of careers in this field, BTEC Sport is a good choice for anyone with an interest in sport.

Subject Content/Skills

Component 1 - Coursework

- Government guidelines for exercise
- Barriers to exercise
- Types of activities available
- Types of movement
- Types of facilities
- Technology in sport
- Planning a warm up
- Delivering a warm up

Component 2 - Coursework

- Rules, regulations, tactics and scoring systems of a given sport
- The components of fitness
- Practical performance
- Planning a coaching session
- Delivering a coaching session

Component 3 – Exam

- Principles of training
- Determining exercise intensity
- Fitness testing
- Methods of training
- Long term impact of exercise on the body
- Short term impact of exercise on the body

Career Guidance

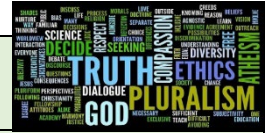
Studying BTEC sport will help you with many careers including:

- Physical Education Teacher
- Physiotherapist
- Personal trainer
- Athlete

Assessment

- Component 1 is a combination of written coursework and practical work and is worth 30% of your final grade
- Component 2 is a combination of written coursework and practical work and is worth 30% of your final grade
- Component 3 is a written exam paper covering the listed content, this is worth 60%

Eduqas Religious Studies: Route A



Component/Paper 1: Religious, Philosophical and Ethical Studies in the Modern World

Written examination: 2 hours - **50% of qualification**

Candidates will study the following four themes.

All questions are compulsory.

Theme 1: Issues of Relationships

Theme 2: Issues of Life and Death

Theme 3: Issues of Good and Evil

Theme 4: Issues of Human Rights

Component 2/Paper 2: Study of Christianity

Written examination: 1 hour - **25% of qualification**

Candidates will study the beliefs, teachings and practices of Christianity.

Component 3/Paper 3: Study of a World Faith (Islam)

Written examination: 1 hour - **25% of qualification**

Candidates will study the beliefs, teachings and practices of one world faith

Competence

The ability to describe, explain, and critically discuss religious beliefs, teachings, and practices from Christian, Muslim, and non-religious perspectives. This includes analysing religious doctrines, teachings, and attitudes, while evaluating sources of authority, such as sacred texts and responding to fundamental questions of meaning, belief, purpose, and ethics, informed by both belief and cultural context.

The Religious Education curriculum aims to cultivate pupils' critical thinking skills, equipping them to engage in thoughtful debate, discussion, and argumentation regarding significant questions of human existence, whether theological, philosophical, ethical, or social.

Assessment objectives

| A01 | A02 |
|---|--|
| <p>Demonstrate knowledge and understanding of religion and belief*, including beliefs, practices and sources of authority</p> <ul style="list-style-type: none"> - influence on individuals, communities and societies - similarities and differences within and/or between religions and beliefs | <p>Analyse and evaluate aspects of religion and belief*, including their significance and influence * The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements.</p> |

Food Preparation and Nutrition – AQA GCSE



Aims of the Course

Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

At its heart, this course will focus on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Content: Food preparation skills are integrated into five core topics:

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

Assessment/Other Information

- AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.
- AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.
- AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.
- AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.