



PATHWAYS TO SUCCESS

Ormiston Chadwick Academy

ORMISTON
CHADWICK
ACADEMY

AGE QUOD AGIS





'Age Quod Agis'

Your Pathways to Success

Dear student,

This booklet has been created to help you choose courses you will enjoy studying, subjects that will help you achieve your potential and realise your dreams for the future.

In Key Stage 4 (KS4) all students will study Maths, English, Science and a Sport Pathway. There are then three different option pathways: **Purple**, **Gold** and **Red**. Students on different pathways will have different option choices. These are explained on the next page.

We want you to enjoy learning and you should choose courses that are suited to you and your ambitions. Please think about your options carefully and discuss them with your parents.

All courses have examinations and elements that are compulsory. Whatever you choose requires additional work and study outside the classroom; if you give 100% then you will enjoy great success.

Regular attendance is vital to your success. Research has shown that if you attend less than 95% of the time, you are likely to lose out on the high grades that you are capable of achieving, as well as struggling to complete course requirements. Furthermore, attendance below 89% means that you are unlikely to achieve a standard Pass (Grade 4) in Maths and English.

The KS4 curriculum at OCA will be highly enjoyable, purposeful and designed to help you achieve. Your teachers will challenge you to attain your very best and will support you every step of the way. I hope you will enjoy this extensive offer of a wide variety of curriculum experiences and choose wisely.

I wish you every success.

Mrs J Lowry-Johnson

Principal
Ormiston Chadwick Academy

Questions and Answers

WHAT ARE MY CHOICES?

This booklet takes you through the Core Curriculum subjects (Maths, English and Science) which are mandatory at GCSE and will provide you with a broad and balanced subject base. Students will also carry out Physical Education as a practical core subject. After the Core Curriculum subjects, you will have a number of options (depending on your pathway). You will find information about all of the subjects on offer next year within this booklet.

It is important that you **enjoy** learning. We want you to pick courses that you find interesting, play to your strengths and develop your skills. You should consider carefully how these choices will affect your final years at OCA and **future careers**. Many courses of study will link directly into sixth form courses. Don't let your **friends'** choices influence yours!

WHAT ARE THE DIFFERENT PATHWAYS?

There are three KS4 curriculum pathways: Purple, Gold and Red. You will be guided onto one of these pathways based on your academic performance in Key Stage 3. Students and parents will be informed of their pathway before they make their option choices. The different pathways are designed to give every student the best possible chance of success in KS4.

PURPLE PATHWAY:

If you are on this pathway, you will study the following Core Subjects:

- English Language and English Literature
- Mathematics
- Three separate sciences: Biology, Chemistry and Physics at GCSE or Trilogy Dual Award

You will then have four options:

- **Option 1** – Any English Baccalaureate subject from Option block 1
- **Option 2** – Any subject from Option block 2
- **Option 3** – Any subject from Option block 3
- **Option 4** – Any subject from Option block 4

GOLD PATHWAY:

If you are on this pathway, you will study the following Core Subjects:

- English Language and English Literature
- Mathematics
- Trilogy Dual Award

You will then have four options:

- **Option 1** – Any English Baccalaureate subject from Option block 1.
- **Option 2** – Any subject from Option block 2
- **Option 3** – Any subject from Option block 3
- **Option 4** – Any subject from Option block 4

RED PATHWAY:

If you are on this pathway you will study the same Core Subjects as the GOLD pathway, however, you will also study Geography at GCSE for your Option 1.

You will then have three options:

- **Option 1** – Any subject from Option block 2
- **Option 2** – Any subject from Option block 3
- **Option 4** – Any subject from Option block 4

HOW DO I INDICATE MY OPTION CHOICES?

Study carefully the subject information that follows in this booklet and be sure to understand what you are taking on. Discuss your options with your parents/carers and teachers to make sure you are making the right decisions. You and your parents/carers can request an interview to finalise your choices if necessary. Once you have made your final choices complete the option form and return to your form tutor.

CAN I CHANGE MY MIND LATER?

When you have made your choices, numbers have to be balanced in teaching groups and then the timetable is prepared. This is a long process and it cannot be readily changed. Occasionally, a few changes are permitted in the first few weeks of the Autumn Term, but only when numbers and circumstances allow this.

WILL I AUTOMATICALLY SECURE A PLACE ON MY FIRST CHOICE COURSES?

Not necessarily, for three reasons:

1. The range of subjects offered now, at the planning stage, may have to be modified because of staffing or other constraints. Due to the wide curriculum offer, there is usually one or two subjects that do not attract the necessary number of students to be financially viable. Each year group is different, so at this stage we do not know which subjects are likely not to run. That is why it is very important to think carefully about second choices.
2. It may be necessary to limit numbers for safety reasons and for access to equipment.
3. Students' levels of attainment and progression in Year 8 will be taken into consideration before confirmation of final choices.

WHICH TARGETS WILL I BE SET?

Your Minimum Expected Grade will be based on entry levels that you came to the Academy with from primary school, as well as your progress in Key Stage 3. The government uses this information to determine what you should achieve at KS4. This is called your Progress 8 score. You should be aiming to achieve a positive Progress 8 score. Our targets will be set at a minimum of one grade higher than your Minimum Expected Grades to enable you to do this. We are ambitious about your future and we want you to be too.

Option Block 1	Option Block 2	Option Block 3	Option Block 4
Geography (GCSE)	Spanish (GCSE)	History (GCSE)	BTEC Sport
History (GCSE)	Geography (GCSE)	French (GCSE)	GCSE Physical Education
French (GCSE)	Art: Fine Art (GCSE)	Art: Fine Art (GCSE)	BTEC Dance
Spanish (GCSE)	Art: 3D Design (GCSE)	Art: Fashion and Textile Design (GCSE)	Business Studies (GCSE)
Computer Science (GCSE)	Drama (GCSE)	Art: Graphic Design (GCSE)	Computer Science (GCSE)
	Food and Nutrition (Wjec)	Music (GCSE)	Digital Information Technology (Btec)
	Engineering (Btec)	Food and Nutrition (Wjec)	
	Music Technology (Btec)	Engineering (Btec)	
	Hair and Beauty (Vcert)	Animal Care (Btec)	
	Animal Care (Btec)	Child Development (Btec)	
	Business Studies (GCSE)	Religious Education (GCSE)	
	Further Maths (GCSE)		

Please note you can only take one 'Art' or one 'Music' option

Any further questions please speak to Miss Johnson (Vice Principal Curriculum)

GCSE English

Here at OCA you will work towards two exciting GCSEs in English: English Language and English Literature. The courses are varied and engaging and there is never a dull moment in a KS4 English classroom! Both courses are 100% examination, single tier entry (no higher or foundation paper) and you will be graded using a numerical system: 9-1 (9 being the highest grade).

English Language

This will consist of 3 components:

Component 1: 20TH Century Literature Reading and Creative Prose Writing 40%

Section A Reading

This section will test the reading of an unseen extract from one 20th Century literary prose (fiction) text (about 60-100 lines).

Section B Writing

This section will test creative writing through one task. You will be given the choice of four titles and will be asked to describe and narrate, and use language in an imaginative and creative way.

Component 2: 19th and 21st Century Non-Fiction Reading and Transactional Writing 60%

Section A Reading

This section will test the reading of two unseen non-fiction texts (about 900-1200 words in total), one from the 19th Century, the other from the 21st Century. Non-fiction texts may include, but will not be limited to: letters, extracts from autobiographies or biographies, diaries and reports, articles.

Section B Writing

This section will test transactional, persuasive and/or discursive writing through two equally weighted compulsory tasks.

Component 3 Spoken Language:

You will be required to complete one formal presentation or speech and answer questions on what you have said.

Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.



PURPLE CORE SUBJECT

GOLD CORE SUBJECT

RED CORE SUBJECT



English Literature (AQA)

This will consist of 2 components:

Paper 1: Shakespeare and The 19th Century Novel - 40%

Section A: Shakespeare

You will study one Shakespeare play in detail, analysing its plot, characters and themes and you will write about a specific extract and the play as a whole. Your teacher may choose Romeo and Juliet, Macbeth, Julius Caesar or another title from a given list.

Section B: The 19th Century Novel

You will study one novel from the 19th century, analysing its plot, characters and themes and you will write about a specific extract and the novel as a whole. Your teacher may choose A Christmas Carol, Great Expectations, Frankenstein or another title from a given list.

Paper 2: Modern Texts and Poetry - 60%

Section A: Modern Texts

You will study either a modern play or a modern novel and write about it in the examination. Your teacher may choose An Inspector Calls, Blood Brothers, Lord of the Flies, Animal Farm or another title from a given list.

Section B: Poetry

You will study an anthology of poetry and write about it in the examination, comparing it to an unseen poem that you will be given.

Section C: Unseen Poetry

You will be given an unseen poem to analyse and then you will go on to compare this poem with another new piece of poetry that you will be given in the examination.

In addition to following these two courses, learners will be given the opportunity to experience live theatre events and attend intervention and enrichment to ensure that they reach their potential and make great progress in this critical subject area.

GCSE Mathematics

SUBJECT AND QUALIFICATION

Mathematics Higher Tier & Foundation Tier – Edexcel Linear Specification

WHAT THIS COURSE IS ABOUT

The Mathematics GCSE is 100% examination. There is no coursework component. The Exam is set at 2 tiers allowing a different range of grades to be obtained.

- Higher Tier: Grades 3 - 9
- Foundation Tier Grades 1 - 5

Due to the nature of the above, each tier follows a different scheme of work.

However, every student covers topics from the main attainment topics, namely

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

The course is designed to develop student knowledge and confidence in mathematics.

ASSESSMENT DETAILS

Students are assessed throughout the year using an accumulation of topics covered to that point, as well as being test using exam papers. Data is collected centrally by school and student progress is monitored. Procedures are used in order to identify weak areas for each student and individual intervention programmes are implemented.

Each tier is assessed using 3 external examinations, and the examination is in May/June of year 11. Students are also encouraged to be able to tackle problems with/without a calculator. At the end of the course there are three exam papers.

Paper 1: Non-calculator – 1 hour 30 minutes

Paper 2: Calculator – 1 hour 30 minutes

Paper 3: Calculator – 1 hour 30 minutes

THIS COURSE IS FANTASTIC BECAUSE...

Mathematics is an essential skill we need for everyday life. During the GCSE course we investigate challenging Mathematics problems which will stretch and inspire students and help develop their ability and skills for the future. Students will develop their problem-solving skills, and learn how to communicate mathematically. We believe that Mathematics provides a way of viewing and making sense of the world.

THIS COURSE WOULD LEAD ON TO THE FOLLOWING POST 16 COURSES:

All destinations when leaving secondary school will require skills in numeracy. When applying for most college courses regardless of the subject if you have not gained a 5 or above then the college will normally make you continue to study mathematics. Grade 7 or above is required at most colleges to study A Level Mathematics/Further Mathematics/Statistics. Most employment and training pathways also require a level 4/5 at GCSE level or equivalent.



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PURPLE CORE SUBJECT

GOLD CORE SUBJECT

RED CORE SUBJECT



GCSE Further Mathematics

SUBJECT AND QUALIFICATION:

Level 2 Certificate in Further Mathematics

WHAT THIS COURSE IS ABOUT:

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 A-Level and beyond. It offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to the GCSE mathematics.

Specification at a glance:

- Number
- Algebra
- Coordinate Geometry
- Calculus
- Matrix Transformations
- Geometry



ASSESSMENT DETAILS:

Students are assessed throughout the year using an accumulation of topics covered to that point, as well as being tested using exam papers. Data is collected centrally by school and student progress is monitored.

The course is assessed formally through 2 external examinations, and the examination is in May/June of year 11. Students are also encouraged to be able to tackle problems with/without a calculator. At the end of the course there are two exam papers, both equally weighted.

Paper 1 – Non-calculator exam

Paper 2 – Calculator allowed

THIS COURSE IS FANTASTIC BECAUSE...

This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills which therefore allows students to think deeply about concepts within mathematics. The skills it builds are transferable in further education settings and future life in the world of work.

THIS COURSE WOULD LEAD ON TO THE FOLLOWING POST 16 COURSES:

All destinations when leaving secondary school will require skills in numeracy. Students who are passionate about mathematics and wish to continue with this subject further will benefit highly from completing the further mathematics course at GCSE, and it will set them up for great success in the subject.

PURPLE CORE SUBJECT

GOLD CORE SUBJECT

RED CORE SUBJECT

GCSE Science

Some students on the **Purple** pathway have the opportunity to study the three separate sciences: Biology, Chemistry and Physics and will therefore achieve three GCSEs at the end of the course.

The remaining students on the Purple pathway and all those on the **Gold** and **Red** pathway will study the AQA Trilogy Pathway and hence will achieve two GCSEs at the end of the course.

There are two tiers available:

Foundation, awarding grades 1 to 5

Higher, awarding grades 5 to 9

THE COURSE IS DESIGNED TO ENABLE STUDENTS TO:

- Develop the skills and attributes required to study the sciences and science related courses at A level and University
- Recognise the impact of science and technology on everyday life and have an understanding of the career opportunities available in STEM related subjects
- Make informed personal decisions about issues and questions that involve science; e.g. decisions about childhood vaccinations, air quality, and mobile phone safety.

STUDENTS WILL FURTHER GAIN DEEPER UNDERSTANDING OF:

- Scientific explanations and models
- How these concepts can be applied to the benefit of humanity
- How scientists help to develop our understanding of ourselves and the world we inhabit.

ASSESSMENT AS FOLLOWS:

Students are assessed throughout the year using an accumulation of topics covered to that point. Data is collected centrally by school and student progress is monitored.

AQA COMBINED SCIENCE: TRILOGY SPECIFICATION: 2 SCIENCE GCSES

Some students on the Purple pathway and all students on the Gold and Red pathways follow the AQA Combined Science: Trilogy specification in years 10 and 11. The qualification is linear and pupils will sit all their exams at the end of year 11.

Pupils will sit **6 exams** (2 Biology, 2 Chemistry and 2 Physics papers)

PRACTICAL ASSESSMENT:

Practical work is at the heart of science and students will develop their scientific skills through scientific investigation. Students will complete 21 required practical activities throughout the course, in addition to other scientific investigations embedded within our schemes of learning.

Assessment of practical skills in science consists of three components: 1. Apparatus and techniques set by the DfE (ATs) 2. Required practicals (RPs) designed to deliver the apparatus and techniques, of which 15% of the marks on the papers will be assigned to 3. Working scientifically (WS) These three components will be assessed across the papers at each level of demand using a full range of question types.



PURPLE CORE SUBJECT

GOLD CORE SUBJECT

RED CORE SUBJECT



AQA Biology, Chemistry and Physics: 3 science gcses

Those students on the **Purple** pathway that have the opportunity to follow the AQA Biology, Chemistry and Physics specifications in years 10-11 leading to 3 separate GCSEs. The qualification is linear and pupils will sit all their exams at the end of year 11.

Pupils will sit **6 exams** (2 Biology, 2 Chemistry and 2 Physics papers)

Practical Assessment: Practical work is at the heart of science. Students will complete the following number of required practicals on the separate science course; in addition to other scientific investigations embedded within our schemes of learning.

Biology 10 required practicals

Chemistry 8 required practicals

Physics 10 required practicals



Assessment of practical skills in science consists of three components:

1. Apparatus and techniques set by the DfE (ATs)
2. Required practicals (RPs) designed to deliver the apparatus and techniques, of which 15% of the marks on the papers will be assigned to
3. Working scientifically (WS) These three components will be assessed across the papers at each level of demand using a full range of question types

This course will provide students with the scientific understanding needed to progress to further studies, such as A levels in Biology, Chemistry and Physics and will lay the foundation for studying the sciences, engineering and medicine at university.

PURPLE CORE SUBJECT

GOLD CORE SUBJECT

RED CORE SUBJECT

GCSE Physical Education

This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and wellbeing.

COURSE OUTLINE:

The GCSE PE course requires the students to complete four components over the duration of the two years.

Component 1: Fitness and Body Systems is a written examination (1 hour 45 minutes) component which scored out of 90 marks (36% of the qualification). There are four main topics that are covered in this component: Applied anatomy and physiology, movement analysis, physical training and the use of data.

Component 2: Health and Performance is a written examination (1 hour 15 minutes) component which is scored out of 70 marks (24% of the qualification). There are four main topics that are covered in this component: Health, fitness and wellbeing, sports psychology, socio-cultural influences and the use of data.

Component 3: Practical Performance is an internally marked and externally moderated assessment that is marked out of 105 marks which equates to 35 marks per activity (30% of the qualification). The assessment consists of students completing three physical activities in which one must be a team activity, an individual activity and the final one can be a free choice.

Component 4: Personal Exercise Programme (PEP) is an internally marked and externally moderated assessment that is marked out of 20 marks (10% of the qualification). In this piece of coursework, students are expected to cover planning analysis, carrying out and monitoring the PEP and the evaluation of their PEP.

HOW WILL THE COURSE BE ASSESSED?

Component 1 and 2: Written examination at the end of the two-year course (May/June).

Component 3: Practical performance (Video assessed and external moderator).

Component 4: Coursework based.

WHAT WILL THIS COURSE LEAD TO?

This qualification directly leads into A Level Physical Education which can be studied at Post 16. However, it can also lead into Level 3 BTEC National in Sport.

Possible Careers in Sport:

- Personal Trainer
- PE Teacher
- Sports Physiotherapist
- Nutritionist
- Sports Journalist
- Medical careers
- Sports Psychologist
- Coach/Manager of sports teams



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BTEC Tech Award Level 2 in Sport

The BTEC Tech Award in Sport requires that pupils complete three core components. Two of which are internally assessed, and one is an external synoptic component.

COURSE OUTLINE:

Component 1: Preparing Participants to Take Part in Sport and Physical Activity. (Guided Learning Hours – 36). Within this internally assessed component, students will:

- A) Explore types and provision of sport and physical activity for different types of participants.
- B) Examine equipment and technology required for participants to use when taking part in sport and physical activity.
- C) Be able to prepare participants to take part in sport and physical activity.

Component 2: Taking Part and Improving Other Participants Sporting Performance. (Guided Learning Hours – 36). Within this internally assessed component, students will:

- A) Understand how different components of fitness are used in different physical activities.
- B) Be able to participate in sport and understand the roles and responsibilities of officials.
- C) Demonstrate ways to improve participants sporting techniques.

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity. (Guided Learning Hours – 48). Within this synoptic, external examination, students will:

AO1: Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.

AO2: Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.

AO3: Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.

AO4 Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.

HOW WILL THE COURSE BE ASSESSED?

Component 1 and 2 will be assignment briefs that are completed internally and within an allotted time directed by the exam board. The student work completed is externally moderated.

Component 3 is an online external assessment that is completed in year 2 of the qualification. This is marked out of 60 and is one hour and 30 minutes in duration.

WHAT WILL THIS COURSE LEAD TO?

This qualification directly leads into a Level 3 BTEC National in Sport which can be studied at Post 16. However, it can also lead into A Level Physical Education.

Possible Careers in Sport:

Please see those on the previous page.

BTEC Tech Award: Performing Arts: Dance

Enjoy creating and performing movement? Working with professional artists? As a physical activity dance promotes fitness and well-being. As performers, dance helps to develop student's confidence and self-esteem. They develop self and body awareness as well as sensitivity to others and team- working skills. Students will learn the impact of dance around the world socially and culturally. This course will enable pupils to develop skills, knowledge and understanding of dance as choreographer, performer and critic through three components:

Component 1: Exploring the Performing Arts (30%)

You will develop your understanding of the performing arts by examining practitioners' work and the processes used to create performance. To develop as a performer, you will need a broad understanding of performance work and influences. This component will help you to understand the requirements of being a performer in dance across a range of performances and performance styles.

HOW IS IT ASSESSED?

Internally assessed written assignments.

Component 2: Developing Skills and Techniques in the Performing Arts (30%)

You will develop your performing arts skills and techniques through the reproduction of dance repertoire as performers. Working as a performer requires the application of skills, techniques and practices that enable you to produce and interpret performance work.

In this component, you will develop performing techniques. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing dance repertoire, applying relevant skills and techniques to reproduce performance elements of the work in a final performance.

HOW IS IT ASSESSED?

Internally assessed written assignments and practical performances.

Component 3: Responding to a Brief (40%)

You will be given the opportunity to work as part of a group to contribute to a workshop performance as a dancer in response to a given brief and stimulus. In this component, you will be given a brief that outlines the performance requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

HOW IS IT ASSESSED?

Externally assessed final performance and written tasks.

Lessons: It is a requirement that all pupils wear a PE top and leggings and rehearse/perform in a bare feet. You will also take part in the Academy's annual dance show, workshops with professional artists, trips and theatre shows.

Careers in Dance Include: Artistic Director, Choreographer, Community Dance Artist, Costume/Set Designer, Dance Performer, Dance Education Specialist, Dance Film Maker, Dance Journalist, Dance Photographer, Dance Producer, Dance Teacher, Dance Wear Distributor, Lighting Designer/Technical, Production Management, Pilates Instructor, Press and Public Relations, Rehearsal Director, Specialist, Studio Manager, Yoga Instructor, Youth Worker, Zumba or Gym Instructor.

Further Study: There are courses available in higher and further education which will allow you to progress into University and the Dance/Performing Arts industry





GCSE Geography

GCSE Geography is a challenging yet rewarding course that allows our pupils to explore the world around them and how it came to be. The natural world is inspiring and full of fascinating phenomena that have shaped our country, our continent and our planet. At GCSE, we will explore the values and attitudes of decision makers, consider our own values and attitudes and support the learning of ideas through the study of specific case studies.

Course breakdown:

Paper 1 – Physical Geography (37.5%)

This unit is divided into 3 sub-sections and explores:

Section A: The changing landscapes of the UK

Section B: Weather hazards and climate change

Section C: Ecosystems, biodiversity and management

Paper 2 – Human Geography (37.5%)

This unit is divided into 3 sub-sections and explores:

Section A: Changing cities

Section B: Global development

Section C: Resource management

Paper 3 – Geographical Skills and UK Challenges (25%)

For this unit students are required to visit 2 different locations and collect information and data about those locations. They will then have to apply this knowledge in an exam situation.

In this unit students will need to be able to use maps, graphs and photos to find information and evidence.

At GCSE, Students have three lessons per week in years 10 to 11 and are given one piece of homework every 2 weeks, which will normally comprise one learning task and one exam-style question.

Revision workbooks are provided for each pupil in order to boost confidence when faced with GCSE style assessment.

Some careers linked to Geography

- Police
- Ambulance Drivers
- Travel Agents
- Airline Pilots/ Cabin Crew
- Tour Guides
- Teachers
- Lecturers
- Architects
- National Park Ranger
- St. John's Ambulance
- Marketing Management

- Cartography (map design)
- Holiday Rep.
- Graphic Engineer
- Armed Forces
- Geologists
- Environmental Planner
- Traffic Management
- Weather forecaster
- TV /radio opportunities
- Journalism
- Research Analyst
- Private Detective
- AA/ RAC road services
- NASA/ Space studies



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Trips in Geography

As we move into 2022/2023, we are looking to expand our trips in Geography to include:

- River Alyn, Loggerheads - Fieldwork
- Liverpool City Centre - Fieldwork
- Reykjavik, Iceland - December 2023



GCSE History

At OCA we believe it is vital that our pupils have an understanding of our past. We study towards the Edexcel GCSE, training our pupils to become inquisitive, engaged historians with the ability to objectively analyse authentic resources in order to form educated opinions.

COURSE BREAKDOWN

The course is divided into 4 main components:

Component 1: Breadth Study – Medicine through Time (30%)

Students will examine the development of medical advancements from ancient theories and methods, to modern day technology and scientific research.

Component 2: British Depth Study – The Elizabethan Period (40%)

Students explore social, political and economic movements during the reign of Queen Elizabeth I.

And: International Relations - The Cold War 1945 – 1972

In this enquiry, students will examine the origins of the Cold War – what is a Cold War; when, how and why did the Cold war happen, who was involved? What were the 'hotspots' of the Cold War? Why did détente occur?

Component 3: Modern World Depth Study - Germany 1918 – 1939 (30%)

In this unit, students will examine Germany's rule under the Kaiser, leading to the Weimar Republic and the reasons why Hitler came to power in 1933. They will look at how Hitler became a dictator and what life was like in Nazi Germany for different sections of German society including women, children and minority groups.

WHAT SKILLS AND KNOWLEDGE WILL I GAIN?

GCSE History is interesting, engaging and challenging. In addition to a wealth of valuable knowledge that you will acquire, you will also develop a range of skills. Some of these include learning how to recognise bias, selecting and categorising information, compiling reports, communicating and conveying information clearly and effectively.

Many of the skills that History equips students with are highly valued by employers in a number of fields. For example, media, journalism, the police and the armed forces, law, accountancy, administration, teaching, archaeology and banking.

GCSE Spanish and French

Are you interested in travel? Would you like to be able to communicate with people from different countries?

At OCA, we are passionate about the benefits learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding. Some of the reasons why you might want to study a language include the following:

1. Languages are a life skill

Knowledge of a foreign language is not just another GCSE grade – it is a concrete life skill and it is a skill highly valued by employers with linguists earning up to 10% more than their monolingual colleagues.

2. Languages teach you communication skills and adaptability

Learning how to interact with speakers of other languages means you are less likely to be stuck in one way of thinking. It can help you see things from a range of perspectives, develop your problem-solving skills, and make you more adaptable and creative.

3. Languages teach you cultural awareness

The ability to operate cross-culturally is becoming just as valued by employers as straight language skills. Languages are very sociable. If you enjoy being with people and communicating with them, the chances are you'll enjoy being able to do this in a foreign language too. Speaking another language can open up your world!

4. Languages give you the edge in the job market

Today there is a global market for jobs. It is not necessary to be completely fluent in a foreign language to be an asset to any potential employer. Knowing how to meet and greet people from other countries and cultures is a valued skill.

5. Learning languages gives you greater opportunities to travel and work abroad

There are many opportunities to travel or work with organisations abroad where some knowledge of a foreign language is a clear advantage.

WHAT DO I NEED TO KNOW?

At GCSE, Students have three lessons per week in years 10 to 11 and are given one piece of homework every 2 weeks, which will normally comprise one learning task and one written task.

At the beginning of the GCSE course, all students are given access to Pearson ActiveLearn, a web-based, interactive language learning tool which gives students the ideal opportunity to learn and test themselves on all of the skills and vocabulary needed for success at this level. Students will also have online access to a digital text book meaning they are able to access a wealth of great materials outside of the lesson.

The Modern Languages department loves a trip! We have already organised Barcelona and are keen to see our OCAers travelling again as soon as we can. We are also developing links with Routes into Languages, which means we will be going on lots of educational visits which will bring your language learning to life.



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GCSE Spanish and French continued

WHAT IS THE ASSESSMENT?

As part of the Edexcel GCSE, pupils study all of the following themes on which the assessments are based:

- Identity and Culture
- Local Area, Holiday and Travel
- School
- Future Aspirations, Study and Work
- International and Global Dimension

Both Spanish and French address all of these themes to develop a solid level of fluency in all four skills examined at GCSE level.

In year 11, pupils sit 4 exams as part of their Spanish or French GCSE:

Paper 1: Listening – 25%

Paper 2: Speaking – 25% (separate exam sat normally in April of year 11)

Paper 3: Reading – 25%

Paper 4: Writing 25%

We tackle all four skills in all lessons to ensure confidence and consistency. Mistakes are good in Spanish and French studies and we look forward to supporting you on your journey to success.

POTENTIAL CAREERS WITH LANGUAGES

Languages are fantastic addition to any set of GCSEs, as they are not just about providing one key skill but rather a range of transferrable skills that can be adapted to any situation. Languages can be used in ANY job, especially as the UK moves away from the European Union.

- Interpreting & Translation
- Customer Relations
- Teaching & Education
- Travel & Tourism
- Transport & Logistics
- Automotive
- IT Services
- Sales & Support

FAQS

I am worried about the speaking exam – how much is this worth?

Don't panic! Everyone worries about the speaking exam but on average, it is the exam our pupils perform best in! We spend months preparing for the exam and ensuring you're confident in all aspects. The exam itself only lasts for 9-11 minutes!

What trips do we go on?

We believe that getting outside the classroom is vital in language learning. In 2022/23 we plan to carry out a trip to Barcelona for the Spanish GCSE cohorts. Details will follow in the spring term and priority is always given to GCSE linguists

GCSE Computer Science

WHY STUDY THIS SUBJECT?

The course gives students a real, in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, this course will give them an insight into what goes on 'behind the scenes', including computer programming.

WHAT QUALIFICATION WILL I GET AT THE END OF THE COURSE?

You will study towards a single award GCSE and you will be graded from 9-1. As well as providing you with a qualification, the course will develop critical thinking, analysis, and problem-solving skills through the study of computer programming, giving students a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course provides excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems.

WHAT WILL I DO?

The GCSE Computer Science qualification is split into two examinations that will be externally assessed, and a 20-hour practical programming unit.

Unit 1 - Computer Systems (50% of qualification – Exam)

The first component is an exam focused on computer systems covering the physical elements of Computer Science and the associated theory.

Unit 2 - Computational Thinking, Algorithms and Programming (50% of qualification – Exam)

This component is focused on the core theory of computer science and the application of Computer Science principles

DO I HAVE TO DO ANY COURSEWORK?

The course is 100% external examination.

CAREER CHOICES

Students may progress on to study A-Level Computer Science where they can further develop their computational thinking and programming skill sets.

Computer Science as a subject is looked upon highly by many universities and is highly regarded by Russell Group universities for many of their more academic subjects such as Medicine, Physics and of course Computer Science.

WHERE CAN I FIND OUT MORE ABOUT THIS QUALIFICATION?

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

For further details, please speak to Mr Lane, Subject Leader of Computing & Business.



edexcel



GCSE Art & Design: Fine Art

WHAT IS IT AND WHAT WILL I DO?

Fine art practice is defined as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.

The GCSE Art & Design course focuses on art specific skills, techniques, materials and processes that reflect the knowledge and understanding required to be successful in the creative industries. Students complete two units of work over their 3 years;

Unit 1 (60% of final grade) where a portfolio of work is produced demonstrating a wide range of skills, techniques, materials and artist references.

This is followed by Unit 2 (40% of final grade) which takes place in Year 11 and it is a formal externally assessed examination consisting of two parts. The initial part is a portfolio of work related to a choice of one question from a series of questions followed by a 10 hour unaided practical examination.

The course will:

- Aim to develop the enjoyment and understanding of contemporary fine art and photographic practice. The courses engage students' experience of artistic practices through distinctive, innovative and challenging programmes.

In Component 1 and Component 2 students are required to work in one or more area(s) of fine art, such as those listed below:

- drawing
- painting
- sculpture
- installation
- lens-/light-based media
- photography and the moving image
- printmaking
- mixed media
- land art.

They may explore overlapping areas and combinations of areas.

WHAT WILL IT GIVE ME?

- A GCSE qualification which is needed to access Arts based A Levels at Sixth Form, to then take higher qualifications that can lead to acceptance onto college and university courses.

- The creation of a personal approach to creating images is essential for success, thus improving confidence in using a variety of mediums that encourage breadth and depth in the development of visual language.

- Opportunities to generate ideas and research from primary and contextual sources, record your findings, and experiment with media and processes to refine your ideas towards producing a portfolio of evidence in response to each of the project themes.

- It will give you qualifications to apply for vocational college courses that lead to art related careers (see list of arts jobs below)

WHAT DO I HAVE TO DO?

Demonstrate the knowledge, understanding and skills of Fine Art. The way sources inspire the development of ideas, relevant to fine art including:

- how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts

- how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.

The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of:

- figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation
- visual and tactile elements, such as: colour, line, form, tone, texture, shape, composition, rhythm, scale, structure, surface.

You will also need to be:

- Be proactive and have a 'can do' attitude.
- Carry out research into other artists, crafts, sculptors and photographers.
- Produce experimental samples, design ideas and annotate your work.
- Learn how to produce a range of responses using a wide range of techniques and processes.
- Attend available Art based enrichment sessions before and after school.
- Work independently away from the classroom at home to further develop your skills and abilities.
- Buy your own sketchbook and where possible a camera to suit the needs of your ideas and ways of working.
- Attend galleries, museums and organised trips to support your ideas and research.

WHICH CAREERS CAN IT LEAD TO?

Many employers look for creative personalities and such as people that have studied art. There are many jobs that you could choose from taking art as an option such as: Animator, Art therapist, Ceramics designer, Community arts worker, Exhibition designer, Fashion designer, Fine artist, Furniture designer, Freelance designer, Games developer, Glass blower/designer, Graphic designer, Illustrator, Industrial/product designer, Interior and spatial designer, Jewellery designer, Journalism, Make-up artist, Medical illustrator, Museum/gallery conservator, Museum/gallery curator, Museum/gallery exhibitions officer, Photographer, Press photographer, Printmaker, Production designer, theatre/television/film set design, Teaching, Textile designer, Web designer!





GCSE Art and Design: Fashion and Textile Design

Could you be the next Stella McCartney, Alexander McQueen or Donatella Versace??

Are you creative, imaginative or aspire to design a runway collection?
If so, then Fashion design is for you!

WHAT IS IT AND WHAT WILL I DO?

You will be introduced to a variety of experiences exploring a range of textile media, techniques and processes, including both traditional and new technologies. The course will introduce you to a combination of areas such as fashion, stitched and embellished textiles, printed and dyed materials, and a variety of textiles-based skills. Drawing isn't as important as the GCSE Art and Design course, yet you will explore drawing for different purposes and needs. You will develop a design portfolio that you can use to show your work at sixth form or college interviews.

Unit 1 (60% of final grade) where a portfolio of work is produced demonstrating a wide range of skills, techniques, materials and Fashion designer references. This is followed by Unit 2 (40% of final grade) which takes place in Year 11 and it is a formal externally assessed examination consisting of two parts. The initial part is a portfolio of work related to a choice of one question from a series of questions followed by a 10 hour unaided practical examination.

WHAT QUALIFICATION WILL I GAIN?

This can be studied as a GCSE qualification. GCSE qualifications are recognised by employers and all education institutions providing a good progression route into more advanced qualifications.

WHAT DO I HAVE TO DO?

You must demonstrate the knowledge, understanding and skills of textile design. The way sources inspire the development of ideas, relevant to textile design including:

- how sources relate to cultural, social, historical, contemporary, environmental and creative contexts which might be determined or influenced by functional or non-functional considerations
- how ideas, feelings, forms, and purposes can generate responses that address personal needs or meet external requirements, such as client expectations and any associated constraints.

You must also:

- Be proactive and have a 'can do' attitude
- Carry out research into fashion designers, artists and crafts
- Produce experimental samples, design ideas and annotate your work
- Learn how to produce a range of responses using a wide range of techniques and processes
- Attend available Fashion based enrichment sessions before and after school
- Work independently away from the classroom at home to further develop your skills and abilities.

- Buy your own materials and threads and other embellishments and where possible a sewing machine to suit the needs of your ideas and ways of working
- Attend galleries, museums and organised trips (The Clothes Show Live) to support your ideas and research

WILL IT HELP ME TO CONTINUE IN FURTHER EDUCATION?

It will help you to progress to sixth form, to take higher qualifications that can lead to acceptance onto college and university courses.

It can also give you qualifications to apply for vocational college courses that lead to art related careers.

WHICH CAREERS CAN IT LEAD TO?

Fashion Design could take you into a number of exciting career paths such as: fashion designer, a buyer for retail stores, a seamstress, a wedding dress designer, window dresser or an interior designer.

What do I do next?

You just need to ask yourself if you enjoy designing and being creative, whether you are committed to the development of your skills and understanding as an art practitioner and if you think you want to continue to take it as a subject to GCSE level.





GCSE Art & Design:

Three-dimensional design

YGCSE 3D Design is an Art and Design course. The course offers a mix of experiments, drawings, model making and outcomes within three dimensions.

This is a very creative and dynamic course that offers a lot of creativity; the course will push you to produce your best.

Three-dimensional design is defined as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.

3D Design work is split into units; there are two units to cover:

1. Unit 1 is worth 60% of the overall GCSE grade.

The unit is set internally and completed in school and as homework; we also call this a portfolio of work. The portfolio of work requires students to spend time researching other designers and how they have worked, developed their own ideas and solved problems. As well as experimenting with a variety of media, such as; wood, clay, modroc, cardboard – whatever allows us to build structures and forms. Alongside model making, students will also develop their drawing skills and capabilities to allow their design ideas to flourish and develop, and showcase a final product.

2. Unit 2 is worth 40% of the final GCSE grade.

This unit takes place in Year 11 and is externally set. Students will select one question from a series that are set by the exam board. Then, similar to unit 1, students will explore and showcase the starting point of their project through to realising their final product. Unit 2 is followed by a 10-hour exam where students put all the research together and make a final product.

Many employers look for creative personalities due to the discipline, confidence and their acceptance of criticism - selecting 3D Design will allow the student to set their own agenda from within themselves, rather than following set topics. Students have to make independent decisions and be self-critical. Students also need to be brave in exposing their creations, and accept criticism.

3D Design could open the door for many jobs, such as: Architect, Ceramic designer, Exhibition designer, Furniture designer, Industrial/product designer, Interior designer, Jewellery designer, Curator, Production designer, Teacher, Sculptor, environmental/ landscape design.

GCSE Art & Design: Graphic Design

GCSE Graphic Design is an Art and Design course. Graphic Design is the profession of visual communication that combines images, words, and ideas to convey information to an audience, especially to produce a specific effect.

In other words, graphic design is communication design; It's a way of conveying ideas through visuals and design.

Graphic Design work is split into units; there are two units to cover:

1. Unit 1 is worth 60% of the overall GCSE grade.

The unit is set internally and completed in school and as homework; we also call this a portfolio of work. The portfolio of work requires students to spend time researching other designers and how they have worked, developed their own ideas and solved problems. As well as experimenting with a variety of media, such as; pencil, paint, ink, Photoshop. Students will develop their drawing skills and capabilities to allow their design ideas to flourish and develop, and showcase a final visual communication piece, such as, posters and logos. This is a very creative and dynamic course that offers a lot of creativity; the course will push you to produce your best.

2 Unit 2 is worth 40% of the final GCSE grade.

This unit takes place in Year 11 and is externally set. Students will select one question from a series that are set by the exam board. Then, similar to unit 1, students will explore and showcase the starting point of their project through to realising their final product. Unit 2 is followed by a 10-hour exam where students put all the research together and make a final visual communication piece.

Many employers look for creative personalities due to the discipline, confidence and their acceptance of criticism - selecting Graphic Design will allow the student to set their own agenda from within themselves, rather than following set topics. Students have to make independent decisions and be self-critical. Students also need to be brave in exposing their creations, and accept criticism.

Graphic Design could open the door for many jobs, such as: graphic designer, Illustrator, photographer, pattern/print designer, packaging designer, textiles designer, teacher, web designer, games developer, digital designer, tattoo artist



Hospitality and Catering

Could you be the next Gordon Ramsey, Jamie Oliver or Nigella Lawson? Are you creative, talented in the field of cuisine or aspire to manage your own restaurant? If so, then Hospitality and Catering is for you!

According to the British Hospitality Association, hospitality and Catering is Britain's fourth largest industry and accounts for around 10% of the total workforce.

The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry.

The WJEC Vocational Award in Hospitality and Catering equips you with theoretical knowledge about the industry as well as enabling you to develop practical skills in planning, preparing and cooking a variety of dishes.

WHAT IS IT AND WHAT WILL I DO?

You will learn how to create contemporary dishes and how to present them professionally. You will visit several restaurants participating in workshops to build your knowledge and understanding of the industry working with the chefs and restaurant staff. Throughout the course you will gain a greater insight into the industry focusing on extending your knowledge in food, hospitality and nutrition.

WHAT QUALIFICATION WILL I GAIN?

Level 2 qualifications are recognised by employers and all education institutions providing a good progression route into more advanced qualifications.

WHAT WILL I HAVE TO DO?

There are two mandatory units within this qualification. The course involves both a controlled assessment and a written exam. 50% of the course is based on practical planning, skills and evaluation and 50% is written examination addressing all aspects of nutrition and the hospitality industry.

Unit 1 – The hospitality and catering industry: In this unit you will focus on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.

Unit 2 - hospitality and catering in action: you will develop practical skills for planning, preparing, cooking and presenting nutritional dishes meeting the client needs.

WILL IT HELP ME TO CONTINUE IN FURTHER EDUCATION?

It will help you to progress to sixth form, to take higher qualifications that can lead to acceptance onto college and university courses. It can also give you qualifications to apply for vocational college courses that lead to hospitality and catering related careers.

WHICH CAREERS CAN IT LEAD TO?

If you would like to become a chef, hotel manager, events coordinator, nutritionist, dietician, and teacher or even run your own business, this course is for you. These are just a few of the possible careers this course could lead into.



BTEC Engineering

WHAT IS IT AND WHAT WILL I DO?

You will look at a range of areas involved in Engineering such as:

- development of key engineering practical and technical skills, such as research, observation, measurement, making, using computer-aided design (CAD) and disassembly.
- knowledge of key engineering sectors (mechanical, electrical/electronic and engineering design) and the interrelation of each in industry.
- knowledge of the stages involved in planning and implementing an engineering project.
- knowledge and skills involved in the investigation of solutions to engineering problems in response to a given brief.

WHAT QUALIFICATION WILL I GAIN?

This will be studied as a BTEC LEVEL 2 qualification. BTEC qualifications are recognised by employers and education institutions providing a good progression route into more advanced qualifications.

WHAT WILL I HAVE TO DO?

The course involves the completion of a number of units. The qualification is assessed by 2 internally assessed components and 1 externally assessed.

1. Component 1 (30%) internally assessed - Allows students to explore the different engineering sectors and how they interrelate. Whilst also exploring engineering skills through design processes and applications.
2. Component 2 (30%) internally assessed - Students investigate an engineered product to better understand the design, materials, components, and manufacturing processes. Students also have the opportunity to disassemble the product. This will then enable students to plan, manufacture and safely reproduce/inspect/test a given engineered component.
3. Component 3 (40%) externally examined - Teaches students how to investigate engineering products and situations, and to report on their findings. Also, students carry out an evaluation and redesign of an existing engineered product.

WILL IT HELP ME TO CONTINUE IN FURTHER EDUCATION?

It will help you to progress to sixth form, to take higher qualifications that can lead to acceptance onto college and university courses. It can also give you qualifications to apply for vocational college courses or apprentice schemes.

WHICH CAREERS CAN IT LEAD TO?

Engineering could take you into a number of exciting career paths such as: Telecommunications, Electrical and Electronic Engineering, Civil and Structural Engineering, Computer Engineering, Aerospace Engineering, Automotive Design (interior/exterior), Technical Engineer, Production Engineer, Software Engineer or Mechanic.





Hair & Beauty

Hair and Beauty is a vocational level 2 qualification. It has been developed for learners aged 14-16 with an interest in hairdressing and/or beauty therapy. It aims to support young people to:

- Develop a broad understanding of the Hair and Beauty sector.
- Develop significant knowledge which spans the entire vocational sector and related industries.
- Develop academic and study skills that will support progression within the Hair and Beauty sector and more broadly, across the range of sectors.

Learners will gain an understanding of the Hair and Beauty sector and undertake a research project. They will also have the opportunity to study business enterprise, marketing and promotions in Hair and Beauty, to look at the science of Hair and Beauty and to respond to a Hair and Beauty design brief.

As well as developing knowledge and skills in research, science, business, marketing and design, learners will develop further skills which will support them into further study, including:

- Critical thinking and being reflective on self-performance and work produced.
- Use of initiative, planning and researching skills, self-management, self-motivation and the ability to work independently.
- Innovation and creativity.
- Application of knowledge and understanding to real life examples and businesses.
- Problem solving.
- Communication skills - verbal, written and visual.

This course is theory based, it is made up of: 75% assignment-based coursework and 25% exam

The tutors include practical elements into the course to assist learning. Learners will learn to create historical hair and beauty trends, the basic blow dry and safe working practices within a salon environment.

Once learners have completed the qualification they can go on to further education to enhance and hone their skills. Some learners may choose to start an apprenticeship program. This qualification can lead to exciting opportunities such as:

- Salon stylist/colour technician
- Beauty/Spa therapist
- Television/ Media make-up
- Salon owner
- Make-up artist

BTEC Child Development

WHAT IS IT AND WHAT WILL I DO?

Within this course, you will look at a range of areas involved in Child Development such as:

- Skills and knowledge of how children learn through play, with specific regard to diversity and inclusion, and adaptations to promote learning and support the development of a child.
- A broad understanding of child development and growth from birth to age five.
- The impact of a wide range of social and environmental factors.
- Early Years sector (which transects childcare, Early Years teaching, and healthcare roles)

WHAT QUALIFICATION WILL I GAIN?

This will be studied as a BTEC LEVEL 2 qualification. BTEC qualifications are recognised by employers and education institutions providing a good progression route into more advanced qualifications.

WHAT WILL I HAVE TO DO?

The course involves the completion of three units. The qualification is assessed by 2 internally assessed components and 1 externally assessed.

1. Component 1 (30%) internally assessed - Children's Growth and Development
Learners will explore children's growth and development aged birth to five years and understand expected patterns of development for children of different ages. They will also investigate the factors affecting growth and development of children from birth to five years old.

2. Component 2 (30%) internally assessed - Learning Through Play
Learners will develop an understanding of how play activities can influence children's learning between the ages of birth and five years old. They will consider the different types of play in which children engage, and how activities can support children's learning and progress across the five areas of development.

3. Component 3 (40%) externally assessed - Supporting Children to Play, Learn and Develop
Learners will develop an understanding of the impact of individual needs on a child's learning and development investigate the role of an adult in play activities and how to adapt activities to promote the learning and support the inclusion of all children in play.

WILL IT HELP ME TO CONTINUE IN FURTHER EDUCATION?

This course builds on and uses the knowledge and skills from GCSEs, particularly GCSE Biology, and those in creative subjects such as drama and music. Upon successful completion, learners could progress onto A Levels or a vocational qualification at Level 3, such as a BTEC Level 3 National in Children's Play, Learning and Development or a BTEC Level 3 National in Health and Social Care.

WHICH CAREERS CAN IT LEAD TO?

Early Years sector (which transects childcare, Early Years teaching, and healthcare roles), Health and Social care sector roles.





BTEC Animal Care

Love animals? Interested in a career in animal care? This course has been developed to provide an engaging introduction into the animal care sector and develop employability skills.

WHAT DOES THE COURSE INVOLVE?

The animal care course is a BTEC level 1 / level 2 accredited course from Pearson. It is broken down into four units and is designed to give an introductory overview to some of the key principles, knowledge, understanding and skills relevant to the animal care sector. Learners will have access to a range of species throughout the course to learn practically for all aspects.

The units include:

- Unit 1: Animal Health (25%) - Assessed by an external examination worth 50 marks.
- Unit 2: Animal Handling (25%) - Internally assessed through coursework.
- Unit 3: Animal Welfare (25%) - Internally assessed through coursework.
- Unit 4: Animal Housing & Accommodation (25%) - Internally assessed through coursework.

WHAT QUALIFICATIONS WILL I ACHIEVE?

This will be studied as a BTEC level 2 qualification. BTEC qualifications are recognised by employers and education institutions providing a good progression route into more advanced qualifications. It also serves as a foundation to a level 3 BTEC in animal management (delivered in nearby colleges) or an apprenticeship.

WHAT WILL I DO?

This is a predominantly practical based subject which will see pupils develop their knowledge and vocational skills. Most of this course will be coursework based and will require pupils to evaluate and discuss key aspects they have learnt throughout the units.

Coursework involves producing reports, project plans, presentations, graphs and a working logbook. Pupils will also have to sit an examination which lasts for one hour and is worth 50 marks. This exam is based on animal health and covers the various diseases and symptoms to identify and explain for different species.

During the course pupils will have access to a wide range of species such as: cats, dogs, rabbits, goats, chickens and bearded dragons. They will need to be able to prepare and maintain animal accommodation, as well as cleaning out animal accommodation to the required industry standard, thereby developing the skills needed and demonstrating their ability to work in the sector. Pupils will be expected to demonstrate handling for all of these animals.

IS IT THE RIGHT COURSE FOR ME?

This course is excellent for providing a foundation into the animal care sector. It will also allow pupils to progress into the level 3 BTEC at college which is a step towards further education or an apprenticeship. It also provides a lot of employability skills which are transferable to other vocations. Pupils who choose this option should be aware that they will be expected to complete coursework independently both in and out of school.

Pupils will also need to learn and demonstrate handling techniques for a variety of species and will need to be confident handling animals and cleaning their accommodation.

GCSE Music

If you enjoy playing an instrument or singing, and creating your own music, then this is a subject suited to you. Music is a part of your everyday life and this course gives you the opportunity to develop your musical abilities whilst learning about a range of music from different genres.

WHAT WILL I STUDY?

GCSE Music develops three musical skills – listening and appraising, performing and composing. It also assesses your contextual understanding of a variety of musical styles. You will complete three individual components that carry a different percentage of the final mark.

Component 1: Understanding Music (40% - Exam)

You will study a wide range of musical genres and contexts, identifying key features of each using your listening skills. These skills will be tested in a written exam which is split into two sections.

You will explore four areas of study that will develop your knowledge of musical styles and features:

AoS 1 Western Classical Tradition 1650-1910

AoS 2 Popular Music

AoS 3 Traditional Music

AoS 4 Western Classical Tradition since 1910

For **Section A**, you will use your listening skills to identify features of the music in several short excerpts played in the exam. This will be unfamiliar listening tracks. For

Section B, you will be asked to critically appraise music from a selection of specified study pieces. You will be required to write in more detail, using prose. To support this area of the course, you will go to watch the Halle Orchestra perform as well as having the opportunity to see musical theatre.

Component 2: Performing Music (30% - Coursework)

You will develop both individual and ensemble performance skills by attending peripatetic lessons and rehearsing group performances with your peers. You will perform either on an instrument or as a vocalist. You will be given complimentary peripatetic music lessons with a visiting tutor each week. Tutors are trained musicians teaching Drums, Bass, Guitar, Piano, Voice, Woodwind and Brass.

The course requires you to produce two performances for submission:

Solo Performance — an instrumental or vocal solo

Group Performance — a performance with two or more instrumentalists/vocalists

Regular performance assessments will take place throughout the year to track your progress. You will also take part in performance masterclasses with professional musicians to refine your performance skills as well as performing in whole school events.

Component 3: Composing Music (30% - Coursework)

You will create your own music in a variety of styles, using state of the art professional music software in our iMac suite. You will understand how music is created and developed from initial ideas to the finished product. The course requires you to write two compositions for submission:

Composition to a brief— a selection of written briefs are given by the exam board
Free composition—music of your own choice





GCSE Music continued

Composition skills will be developed by completing several composition tasks across the two years. You will be using music software including Logic Pro X and Sibelius to create music, using skills that you have developed throughout Key Stage 3.

WHY STUDY MUSIC?

Music gives you the opportunity to improve your musical skills and abilities whilst developing a wide range of transferrable skills. It is an enjoyable, practical, creative subject which allows you to focus on genres and styles that are of your own interest, as well as learning about the wider world of music. Music a subject which is desirable to colleges, universities and future employers as it develops numerous skills such as self-management, collaboration, communication, problem solving, creativity, self-discipline, reflection and IT skills. Music allows you to appreciate and widen your cultural understanding of the world around you.

WHAT SKILLS WILL I NEED TO BE SUCCESSFUL?

You must be able to perform confidently and accurately on an instrument or as a vocalist. You should enjoy completing practical work, theory work and composing music individually. You must be open to listening and studying music from a range of genres.

WHAT CAN YOU DO NEXT?

There are a range of different courses that you can take at college that directly follow on from GCSE Music including: A Level Music, A Level Music Technology, BTEC Extended Diploma Music Performance, BTEC Extended Diploma Music Technology, Professional Performance Programme in Musical Theatre

WHAT CAREERS OPPORTUNITIES ARE THERE?

Students who study music can go into a career in a whole range of different fields both within and outside the music industry. Typical careers include Session Musician, Agent, School Teacher, Radio DJ, Record Producer, Manager, Sound Engineer, Songwriter, Performer, Composer, Arranger, Conductor, Peripatetic Teacher. It is also common to find music graduates in consultancy, finance, banking, music therapy and legal jobs.

NCFE Level 2 Technical Award in Music Technology

If you are interested in creating music using technology and learning about studio recording, as well as sound engineering, then this is a subject suited to you. This course focuses on the technical side of music giving you the opportunity to use state of the art, industry standard equipment, with a focus on modern music.

WHAT WILL I STUDY?

This course develops skills in music technology through using Logic Pro X to create, record, edit and mix music. It also develops your general understanding of a variety of popular music styles. You will complete 4 different units and complete 2 exams that carry a different percentage of the final mark.

Coursework (50%): You will complete a portfolio which includes:

Unit 1: Using a Digital Audio Workstation - You will develop skills in operating Logic Pro X creatively using audio, MIDI, hardware and editing tools.

Unit 2: Creating Music - You will develop skills to analyse stylistic elements of music and use Logic Pro X to create a piece of music in a specific style using audio samples and original MIDI ideas.

Unit 3: Studio Recording - You will plan and undertake a recording session for a given scenario. You will create a mixdown of your recording and review the final product.

Unit 4: Sound Creation - You will explore sound creation and record audio samples for a film excerpt, reviewing your own project.

Examinations: You will sit two examinations:

Written Exam (15%) - You will be asked a variety of questions relating to each unit studied throughout the course.

Practical Exam (35%) - You will complete a practical exam of your technical skills using Logic Pro X.

WHY STUDY MUSIC TECHNOLOGY?

Music Technology gives you the opportunity to improve your musical and technology skills whilst developing a wide range of transferrable skills. It is an enjoyable, practical, creative and technology based subject which allows you to focus on recording and manipulating audio, as well as learning about the wider world of music technology. Music Technology is a subject which is desirable to colleges, universities and future employers as it develops numerous skills such as self-management, communication, problem solving, creativity, reflection and technical skills.

WHAT SKILLS WILL I NEED TO BE SUCCESSFUL?

You must have an interest in using technology to create original musical ideas. You are not required to play an instrument, so this course is suited to you if you enjoy music and using ICT facilities but not performing. You should enjoy completing practical work and working individually.

WHAT CAN YOU DO NEXT?

There are a range of different courses that you can take at college that directly follow on from NCFE Music Technology including: A Level Music Technology, BTEC Extended Diploma Music Technology, LIPA Music Performance and Production, LIPA Technical Theatre.

WHAT CAREERS OPPORTUNITIES ARE THERE?

Students who study music technology can go into a career in a whole range of different fields both within and outside the music industry. Typical careers include Radio DJ, Record Producer, Manager, Live Sound Engineer, Media Production, Video Games Sound Designer, Composer, Arranger, Teacher. It is also common to find music graduates in consultancy, finance, banking, music therapy and legal jobs.



n c f e .



GCSE Drama

Excited about drama? Do you like to perform? Create your own theatre? Develop acting skills? Work with professional actors? Go on trips to the theatre? Then GCSE Drama is the perfect course for you.

The course is split into 3 units:

Component 1 - Devising (40% of the qualification)

You will create and develop a devised piece from a stimulus.

How will I be assessed?

- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance through a portfolio.

Component 2 - Performance from Text (20% of the qualification)

You will perform in two key extracts from a performance text.

How will I be assessed?

Externally assessed by a visiting examiner

Component 3 - Theatre Makers in Practice (40% of the qualification)

You will study one completed text and answer questions about the staging of it. You will also go to the theatre and conduct a live theatre evaluation, which you will write about in the exam.

How will I be assessed?

1 hr 45 minute written examination

WHAT COULD IT HELP ME WITH IN THE FUTURE?

Drama isn't just for people who want to become 'actors'. The course equips you with excellent communication skills as well as confidence, which will help you in any career. It also develops your ability to work in a team, groupwork is essential in this subject and working in groups successfully is a skill. Employers are increasing looking for people who can demonstrate some of what we call the 'soft skills' – this means this confidence to present, to work effectively in small and large teams, to interpret body language and act accordingly and to lead. Drama gives you great self-awareness.

Possible Career Options in Drama

Actor, Director, Teacher, Costume Design, Lighting Technician, Sound Technician, Set Design, Theatre Front of House, Stage Manager, Presenter, TV productions and Drama Therapist.

BTEC Digital Information Technology

WHY STUDY THIS SUBJECT?

Students will learn a strong mix of creative design and technical knowledge. Students will gain the creativity of User Interface design elements and the opportunity to work towards a realistic work scenario. This could be in areas such as Website Design and Mobile App development. Students will also study Cloud storage and cyber security aspects that can be related to social media platforms like Instagram and Facebook.

WHAT WILL I DO?

The Level 2 BTEC Tech DIT is separated into three components. Component 1 and 2 are coursework based whereas Component 3 is assessed by a written exam.

Component 1 - Exploring User Interface (30% of qualification - Coursework)

Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface. The user interface could be a website, mobile app or an interactive touch screen display.

Component 2 - Collecting, Presenting and Interpreting Data (30% of qualification - Coursework)

Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information. This component will help learners gain valuable IT skills used in almost all future careers.

Component 3 - Effective Digital Working Practices (40% of qualification - Exam)

In this component, learners will discover about how organisations can use technology safely and about the cyber security issues when working in a digital organisation. The knowledge and skills you develop in this unit will give you a basis for further study in a range of subject areas, including computing, IT, engineering, creative and scientific, or you may go on to an apprenticeship or entry-level employment where your understanding of technology will be relevant.

DO I HAVE TO DO ANY COURSEWORK?

The course is made up of 2 units of coursework and 1 exam unit.

Career Choices

This course is ideal for learners who want to progress to a digital Apprenticeship or BTEC Level 3 Nationals and for learners who want a career in IT. In this digital world, qualifications in IT and Computer Science are becoming essential.

This qualification provides a broad and solid foundation for further study of various aspects of creative computing, such as graphic design, web design, computer games design and interactive media.

WHERE CAN I FIND OUT MORE ABOUT THIS QUALIFICATION?

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html>/ For further details, please speak to Mr Lane, Subject Leader of Computing & Business.





GCSE Business Studies

WHY STUDY THIS SUBJECT?

Business impacts on every person both economically, culturally, and socially. Business Studies will allow you to understand how and why important decisions are made. You will apply theories to real business problems and devise appropriate solutions. You will develop/improve many skills including verbal and written, time management, data collection/manipulation, numeracy, business finance, report writing, presentation and the higher order skills of analysis and evaluation. You will get an overview of the different areas of business.

WHAT WILL I DO?

You will study theories, concepts, and ideas. You will learn how businesses start and develop into multinational organisations. The units of study are:

Theme 1 – Investigating small business (50% of qualification - Exam)

Enterprise and entrepreneurship

- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

Theme 2 – Building a business (50% of qualification - Exam)

- Building a business
- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

DO I HAVE TO DO ANY COURSEWORK?

The course is 100% external examination.

Career Choices

Sixth Form opportunities at A-Level include Economics, Business Studies, Accounting. University degree opportunities include Management Studies, Business Administration, Financial Management, Marketing, Human Resource Management. Career opportunities include Advertising, Office Administration, Retail Management, Financial Services and Banking.

WHERE CAN I FIND OUT MORE ABOUT THIS QUALIFICATION?

[https://qualifications.pearson.com/en/qualifications/edexcel-gcse/business-2017.html/](https://qualifications.pearson.com/en/qualifications/edexcel-gcse/business-2017.html) For further details, please speak to Mr Lane, Subject Leader of Computing & Business.

GCSE Religious Studies

FIGCSE Religious Studies covers the study of the 6 major world religions, six contemporary ethical themes ensuring everyone has a diverse choice of intriguing subjects to explore. You will be challenged with questions about belief, values, meaning, purpose and truth, enabling you to develop their own attitudes towards religious issues. You will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture whilst developing analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

Component 1: The study of religions: beliefs, teachings and practices

You will study any two of the following, as well as non-religious beliefs such as atheism and humanism:

- Buddhism
- Christianity
- Catholic Christianity
- Hinduism
- Islam
- Judaism
- Sikhism

HOW IS IT ASSESSED?

- Written exam: 1 hour 45 minutes worth 50% of the GCSE qualification
- 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)

Component 2: Thematic Studies

You will study should study religious, philosophical and ethical arguments, relating to the following issues and their impact and influence in the modern world. You should be aware of contrasting perspectives in contemporary British society on all of these issues.

- Relationships and families
- Religion and life
- Religion, peace and conflict
- Religion, crime and punishment

HOW IS IT ASSESSED?

- Written exam: 1 hour 45 minutes worth 50% of the GCSE qualification
- 96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG)

HOW WILL I GET THE MOST OUT OF THE COURSE?

GCSE Religious Studies is all about becoming an informed citizen and it is about knowing what you believe as much as it is about knowing what other people believe. You will enjoy this course if you enjoy learning about different beliefs and people. You must be prepared to work hard, have an open mind about belief systems, make detailed notes and be able to relate your learning to the wider world.

WHO MIGHT ENJOY THIS COURSE?

You will enjoy this course if you enjoy learning about different beliefs and people and if you are interested in how other people live and what and why they believe in!

IS THIS SUBJECT RIGHT FOR ME?

You will gain valuable insight into important ethical issues and events today and in the past. You will understand how religion shapes the world we live in and why there are certain conflicts today. You will develop valuable skills which are transferable to a number of subjects such as reasoning, debating skills and keeping an open mind.



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