



# OPTIONS BOOKLET

2025

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# Key Stage 4 Options

Dear Parents, Carers and Students,

As you are already aware, Year 8 will shortly be selecting the courses they wish to study in Key Stage 4. Over recent years, we have developed a curriculum which meets the needs of each individual student supporting them to reach their full potential.

This week we have introduced the options process to year 8 through an assembly and three tutor sessions. Students were asked to consider the subjects that they enjoy and how important it is to have a broad and balanced curriculum to ensure that they keep their future options open as they progress on to college and further education.

As I already shared with you in my letter in January, we are looking forward to inviting you in to School for our Options Evening on Thursday 27th February. This will begin with a short presentation and will be followed by an opportunity to meet with departments, who will provide additional information on each course. We will also share an Options Sway which will provide an opportunity to revisit some of the information shared at the evening.

In addition to the support from their Tutors, Teachers and Academic and Pastoral Leaders (APLs), we would ask that you spend time looking through this options booklet with your child ahead of the Options Evening.

We will use an online system to allow you to submit your child's options. This will be sent out to you via a link in the Sway, which will be shared after Options Evening. We would encourage you to sit down with your child and complete this together. This will be submitted by you on behalf of your child and will be taken as you having consented to their options.

If you have any questions about this process, your child can ask their Tutor or see me during the school day. Alternatively you can contact the school by email on [enquiries@oakmoor.hants.sch.uk](mailto:enquiries@oakmoor.hants.sch.uk) or by phone (01420 472132).

Yours sincerely,

Mr A Beere  
Assistant Headteacher



“Teachers at Oakmoor School go above and beyond to ensure that I am given every opportunity to be successful.”

YEAR 11  
STUDENT

## Our Vision

At Oakmoor School our vision is to provide an environment where every child can strive towards excellence. We focus on being the best version of ourselves to change our world for the better and we take pride in everything we do because we are proud to be part of Team Oakmoor.

We have created a safe and caring environment with disruption free classrooms, where students can achieve the very best qualifications and skills so that they have the best opportunities for their future.

We are equally ambitious for all of our students, working with parents and carers to create a community ethos within our school centred on high performance and excellence, regardless of a child's starting point.

# Choosing Options

During Key stage 3 (KS3), our students study a wide range of subjects. At the end of Year 11, students take level 2 public examinations and gain qualifications in order to progress on to further education, higher education and ultimately your chosen career path.

When you enter Key Stage 4 (KS4), your timetable will significantly change. This is because examination subjects require more time each week than what is currently needed. It is therefore necessary to reduce the number of subjects that you follow.

## The English Baccalaureate (EBACC)

Students who obtain a strong GCSE (Grade 5 and above) in all of the following subject areas will have secured the English Baccalaureate, which is a collection of subjects that the Government recommend for most students.

- English Language and English Literature
- Mathematics
- Two Sciences (all students will sit the double award. Some students will have an opportunity to sit the triple award)
- A Modern Foreign Language (French or Spanish)
- A Humanity (History or Geography)

The English Baccalaureate includes academic subjects highly valued by colleges and universities. Universities require English and Maths, a few may also require a Modern Foreign Language. Successful applicants are normally expected to have achieved good grades in a range of subjects at GCSE or equivalent, and to meet any specific requirements for their chosen course.

Whilst we do not force the EBACC routeway upon students, we will direct higher prior attaining students towards this routeway as we believe this offers an excellent balance and will serve them well for now and the future.

# Choosing Options

When selecting Key Stage 4 options with your child, it is worth asking the following questions:

- Are you good at the subject?
- Do you enjoy it?
- Will it keep your options open for further education or your career, i.e. "Is your curriculum 'broad and balanced?'"

In addition to listening to the advice that we have shared in the presentations, it is very important that students take advice from their subject teachers and APLs. They will be able to guide your child, and you, through this process. Additionally, as a leadership team, we are also here to support this important decision making process.

Your child will need to select a broad and balanced curriculum. If you narrow your child's curriculum with similar subjects, for example, by selecting all practical or vocational subjects, then you may find that you close potential future opportunities. We will make recommendations depending on what we feel best suits your child.

We have introduced three suggested routeways based on prior attainment. All subjects are open to all students at Oakmoor.

You will be asked to select 6 option subjects that your child would like to study at Key Stage 4. They will be allocated with 4 of these subjects, to ensure that their curriculum remains broad and balanced.

It is recognised that you are more likely to do well in examinations if you choose subjects according to your strengths. Equally, if you enjoy a subject, your motivation is improved and you are more likely to achieve your potential. However, you should choose according to the subject and not the teacher as we cannot guarantee any particular teacher.

# Choosing Options

## **Where can I seek advice?**

There are many sources of help and information available but if you are unsure on how to support your child, you can get advice from any of the following people:

Tutors

Teachers

Academic and Pastoral Leaders

Senior Leadership Team

Careers Advisor

We will provide opportunities at Key Stage 4 Curriculum Evenings to meet with local further education colleges. This evening will take place in September and the colleges listed below will be invited to allow you the opportunity to speak to them about the next steps of your child's education. Your child does not need to specialise at this stage of their education. By keeping their curriculum as broad and balanced as possible, their future options will remain open.

Alton College, Basingstoke College of Technology, Farnham College, Farnborough College of Technology, Bohunt 6th Form College, Farnborough 6th Form College, Godalming College, Havant and South Downs College, Peter Symonds College.

## **How can I support my child through Key Stage 4?**

We appreciate that it isn't always high on every teenagers list of things they would like to do, but try to engage with your child on what they are learning.

Encourage your child to complete all homework to the best of their ability and attend any interventions they are set. These are not a punishment. They are targeted intervention to support your child in achieving the best outcomes possible.

We also recommend regularly attending Parents Evening to provide up to date information on your child's attitude to learning and progress.

# Selecting your options

## Advice for students

This is a fantastic opportunity for you to have a choice over your future learning and be able to start to consider the long-term path of your education. It is important to keep the following points in mind when making these choices:

**Interest:** Interest and motivation towards a subject often results in hard work, which is key to being successful. Ensure you consider the subjects that interest you.

**Achievement:** Consider your strengths and recognise previous achievement. Use this to help you choose appropriate subjects.

**Future Career:** Although future career choices may seem a long way away, certain subjects may be essential requirements for future pathways. Speak to your Tutor, Teachers, APLs and SLT if you need some advice on selecting the appropriate course for your future.

**Options:** Keep your options open. Interests will change as you progress through your learning therefore try not to specialise too much at this stage, instead aim for a good balance. Remember... Selecting a **'Broad and Balanced'** curriculum keeps future doors open to you!

**Independence:** You are making these choices for your future, therefore avoid choosing subjects because a friend is or you like a particular teacher. Your interest has to be in the subject itself.



# Selecting your options

## Who to speak to?

Choosing subjects for Key Stage 4 can feel overwhelming. It is important to talk through your options and there are a number of people available to you should you want advice, guidance and support.

**Your parents/carers** - They know you best of all. Make sure you talk through your thoughts with them and evaluate each subject in relation to your abilities. We have shared this information with you to enable you to have time to prepare for Options Evening on Thursday 27th February, so spend some time together looking through this booklet and discussing the different options.

**Your Tutor** - They know you as an individual and have a good overview of you as a student at the school.

**Your subject teacher** - They can provide an objective overview of the subject and how it aligns with your skillset.

**Your Academic and Pastoral Leader (APL)** - They have a good overview of your strengths and styles of learning that may suit you more - don't hesitate to talk to them about your choices.

**A member of the Senior Leadership Team (SLT)** - We are all always happy to support you in your learning. If you'd like to discuss your curriculum or the options process, please come and find me, Mr Beere.



# Selecting your options

## Useful terminology

**BTEC Tech Award** - BTECs are Level 2 qualifications from the exam board Pearson. These awards typically comprise of three units; two coursework components and one exam. The exam is usually weighted lower than a GCSE examination.

**GCSE** - General Certificate of Education (GCSE) subjects are assessed by an exam(s) taken at the end of two years of study. These subjects may also have coursework (NEA) components that contribute to the overall grade in varying proportions.

**Key Stage 3** - Years 7 and 8 at Oakmoor School.

**Key Stage 4** - Years 9, 10 and 11 where you focus on GCSE & BTEC courses.

**NEA** - Non-examined assessment. This is where particular pieces of work (coursework) are marked by the teacher and then presented to the exam board for final judgement and moderation.

**Syllabus / Specification** - The information you have to know for each subject and what you must be able to do by the end of the course.

**Tier** - The level of exam you are entered for e.g. Foundation or Higher. Tiers are only applicable for Maths, Sciences and Languages.

**Vocational Award** - These are Level 2 qualifications. These awards typical comprise of three units, two coursework components and one exam. The exam is usually weighted lower than a GCSE examination.



This booklet will give you information on all the subjects that are available at Oakmoor School. I strongly encourage you to spend time reading this booklet prior to Options Evening on Thursday 27th February.

After you have read this booklet, you may have more questions about the different subjects. I would suggest that you make a note of any questions you might have so that you can ask your teachers at Options Evening.

As part of the evening, there will also be an important presentation to ensure that everyone is aware of the important messages regarding the options process.

There will be three presentations during the evening:

5:30pm - Only available to those who have been recommended for the Odyssey Routeway.

6:15pm - Presentation 1 - Available to all

7:15pm - Presentation 2 - Available to all

**The table below outlines the key dates for the options process.**

3rd February	Options Introduction Assembly and Tutor sessions
27th February	Options Evening including a presentation and an opportunity to meet staff to discuss the different course available
13th March	Deadline for options selection - online form to be discussed at options evening
July 2025	Options choices released to students



# What does KS4 look like?

Every student at Oakmoor School will study the subjects in our core curriculum in order to allow them to leave the school with qualifications in English, Maths and Science. The core curriculum subjects are as follows:

## Core Key Stage 4 Curriculum

Examined Curriculum:

- English Language
- English Literature
- Mathematics
- Science

Non Examined Curriculum:

- Core PE
- Core Religious Studies
- PSHE

## Expectations for Options

Every student will make six option choices. From the six selected options, students will receive four options. This this will mean that the students will leave Oakmoor with nine GCSE or vocational qualifications.

At Oakmoor, we value the importance of literacy and ensuring that every child has a '**Broad and Balanced**' curriculum. Depending on each individual child's academic ability, we will direct a routeway that we feel best suits each individual.

All students **must** study **one** subject from **Geography, History, French or Spanish**.

Some students will be guided to an academic routeway, which arguably offers the best balance between academic and vocational or practical qualifications. To access the EBACC routeway, students will include either Geography or History and French or Spanish as part of their top four choices. The further two choices can be from any of the other options.

A third routeway will be available to a small select group of students who may benefit from an alternative provision. Staff will specifically contact those who we feel would benefit from this routeway to provide further detail.

# The Key Stage 4 Curriculum at Oakmoor

## **Commitment**

Success in external examinations only comes with personal commitment. It requires regular attendance in line with our minimum school target of 98%, concentration on the task in hand, and independent completion of tasks. This means that students and parents must be prepared to set aside time outside of school to prepare for and complete set tasks. This can include after school intervention sessions to further support understanding and subsequent progress. In addition to the intervention sessions that teachers run during the school week, some departments will offer holiday boosters to ensure that all students are fully prepared to meet their full potential. These sessions are not compulsory, but supporting attendance should be a priority as it will benefit pupil outcomes.

## **Homework**

As you will already be aware, we ask all of our parents and carers to support us in ensuring students stay organised and up to date with their homework. Staff will provide all of the necessary information to allow you to best support your child in keeping up to date, on top of their workload and giving them every opportunity to meet their full potential.

## **Learning Support**

Some students will be provided with additional support to ensure that they are able to access their curriculum, make progress and gain success. This may be individually or in small groups. Our SENDCO, Mrs Forbes, who co-ordinates inclusion at Oakmoor, will work closely with the Academic and Pastoral Leaders and the inclusion team to ensure every child is given the support they need to meet their potential.

## **Changing or Dropping Option Subjects**

We understand that despite all of our best efforts to ensure you have all of the information about each of the courses, there are times when students decide that they have made a mistake and request a subject change. We are happy to support a change to an option subject up to the October half term of year 9. No students will be allowed to change a subject after this date. I should add, that if you understand what the course entails, a change should not be necessary. There may be parts of the course that students enjoy more than others.

We do not allow students to drop subjects so that they can concentrate on other subjects. Instead, we encourage students to develop resilience and a hard work ethic that will support them well throughout their lives.

# Will my top four options be guaranteed?

Providing they are '**Broad and Balanced**', we will always try to give you your top four subjects, but this may not be possible in every case. There are several reasons why this may happen:

- There may be too few students wishing to follow a subject to make up a class.
- There may be too many students in a group.
- A student may make unrealistic choices in relation to a combination of subjects.
- It may not be possible to timetable a particular combination of subjects.

## What options can I choose from?

Students will then need to choose **six** of the subjects below, in preference order:

Page 24 - Art & Design

Page 25 - Computer Science

Page 26 - Construction in the Built Environment

Page 27 - Creative iMedia

Page 28 - Dance

Page 29 - Design and Technology

Page 30 - Drama

Page 31 - Food Preparation & Nutrition

Page 32 - Geography

Page 33 - Health and Social Care

Page 34 - History

Page 35 - Music

Page 36 - Photography

Page 37 - \*Modern Foreign Languages – French or Spanish

Page 38 - Religious Education

Page 39 - Sport

\* You may only select the language that you have been studying at Key Stage 3. This is due to the strong foundations of knowledge you will have built in year 7 & 8.

## Core Curriculum Overview

In the next section we will share one page on each of the subjects that make up the Core Curriculum as well as one page from each of the Option Subjects.

Please spend some time reading through this information ahead of Options Evening on Thursday 27th February.

## Overview

**Specification: AQA 8700**

Paper 1: Explorations in Creative Reading and Writing

Paper 2: Writers' Viewpoints and Perspectives

Non-examination Assessment: Spoken Language

All texts in the examination will be unseen.

Apart from Spoken Language, there is no coursework or controlled assessment; all assessment is through examination in Year 11.

## Why English Language?

The English Language GCSE assesses students on their writing and reading skills both with fiction and nonfiction texts. During the course they will build on their knowledge gained at Key Stage 3 and learn to write with flair and originality whilst maintaining accurate punctuation and grammar.

Both examinations assess how well students can read into texts, how the writers have used language and structure and students are asked to evaluate the meanings behind a text, needing to consider what the writer is trying to get across and how they do this. Students will then be asked to put these strategies into place themselves and complete a writing task at the end of each exam.

Students will study English Literature alongside English Language and these skills are transferable, to some extent. Our curriculum will enable students to apply the skills needed in English Language to improve their ability to analyse a wide variety of literature.

## Where can it take you?

English Language is a core subject. You must secure a Grade 4 or above in either English Language or English Literature to progress onto a course at college. If you do not secure a Grade 4 for either subject, the college have to ensure that you take the subject again. This is not a decision made by the college – this is a government initiative.

English Language underpins our understanding of the world around us. Not only does it enable you to read into how effects are created in fiction, it also enables you to read media texts critically. Studying this subject in depth will make you question everything in front of you so you don't just believe everything that is 'fed' to you.

Having a good command of the English language is also incredibly important. Whatever job you want to do in the future, you will not be able to achieve your ambitions if you cannot communicate effectively in the spoken form as well as the written form. It opens up opportunities for many different subjects at A Level such as English Language, English Literature, Media, Criminology, History and Politics.

## Overview

### Specification: AQA 8702

Paper 1: Shakespeare and the 19th Century Novel (40%)

Paper 2: Modern Texts and Poetry (60%)

All texts in the examinations will be studied in class, but students are not allowed to bring any of the texts to the examination itself.

Texts will be provided at school, but we strongly advise that students buy the texts themselves, with the exception of the poetry anthology, so they can make notes in them and study them in depth. They will need to be read and re-read.

## Why English Literature?

Students will study a total of 3 texts (a Shakespeare play, a modern novel or play, and a 19th Century novel) and 15 poems from the Poetry Anthology, provided by the examination board.

For Paper 1: Students will answer one question on the novel studied in class and one question on the play studied in class. They will be required to write in detail about an extract and then to write about the text as a whole.

For Paper 2: Students will have a choice of two questions for the modern text they have studied and will have to answer one of their choice. They must remember key phrases and words from the novel to enable them to do this effectively. For the poetry section, students will be given one poem printed in the examination paper and will need to compare this poem to one of their choice, which they will not have access to.

Students will then have to comment on a previously unseen poem and compare that poem to another previously unseen poem.

## Where can it take you?

English Literature GCSE opens up opportunities for many different subjects at A Level such as English Literature, Media, Criminology, History, Politics plus many more. It is especially useful for subjects that require students to write extended essays. It is also a qualification that will support applications for apprenticeships.

At university level, English Literature is an incredibly diverse academic subject with elements looking at different authors, different time periods and different forms. Whether you study English Literature at A Level or at university, it will offer a variety of pathways in a wide range of careers including journalism, teaching and even becoming a social media manager.

## Overview

### Specification: Edexcel 1MA0

Three equally weighted written papers:

Paper 1: non-calculator 1 hour 30 mins (33.3%)

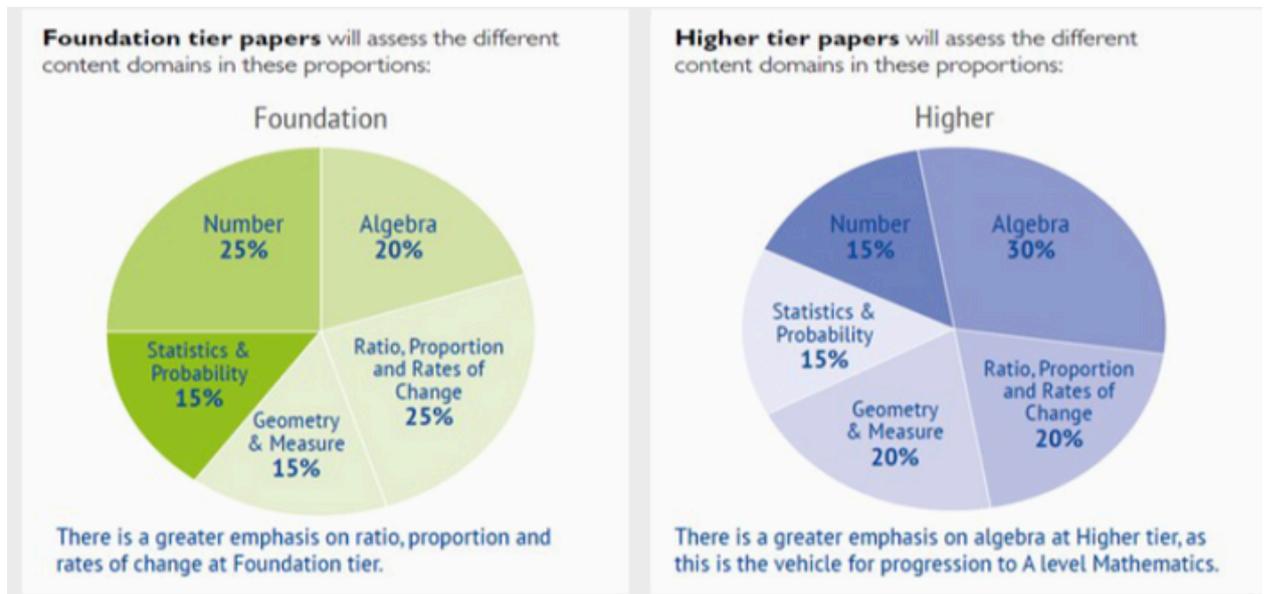
Paper 2: calculator 1 hour 30 mins (33.3%)

Paper 3: calculator 1 hour 30 mins (33.3%)

All content is divided between the 3 papers. The key topics that will be covered across all papers are number, algebra, ratio, geometry, probability and statistics.

### There are two tiers of entry for Mathematics GCSE:

1. Foundation (grades 1-5)
2. Higher (grades 4-9)



### Why Mathematics?

Maths is a subject which enables students to be able to problem solve and reason logically. It enables people to make connections across a variety of topics and also understand real-life applications of data. Maths is the study of patterns, making predictions and trying to make sense of the world we live in.

### Where can it take you?

Maths can open a number of doors later on in life. Prestigious universities look positively on students who study Maths. It can also help you access higher level apprenticeships. There is huge demand for people who are excellent mathematicians in industries such as: Technology, Engineering, Science, Human Behaviours, (including other highly sought after subjects such as Law and Economics.)

Having a good GCSE in Maths (a GCSE grade 5 or above) is often a requirement to gain entry to sixth form, college courses and apprenticeships. It is also a minimum requirement for many employers.

## Overview

### Specification:

#### Triple Science – 3 GCSEs

##### AQA Biology 8461

Paper 1 – written exam 1 hour 45 mins

Paper 2 – written exam 1 hour 45 mins

##### AQA Chemistry 8462

Paper 1 – written exam 1 hour 45 mins

Paper 2 – written exam 1 hour 45 mins

##### AQA Physics 8463

Paper 1 – written exam 1 hour 45 mins

Paper 2 – written exam 1 hour 45 mins

#### Combined Science – 2 GCSEs

##### AQA Trilogy 8464

Biology 1 – written exam 1 hour 15 mins

Biology 2 – written exam 1 hour 15 mins

Chemistry 1 – written exam 1 hour 15 mins

Chemistry 2 – written exam 1 hour 15 mins

Physics 1 – written exam 1 hour 15 mins

Physics 2 – written exams 1 hour 15 mins

Students will either study for qualifications in each of Biology, Chemistry and Physics (Triple Science) or study for qualifications in Combined Science: Trilogy. Having considered the changes to the examination specifications for Science, we believe that this best caters for the needs and abilities of all students. Each course will be assessed through six examinations of either 1 hour 45 mins for Triple Science or 1 hour 15 mins for Combined Science: Trilogy. There are two tiers for each exam; foundation with grades 1-5 and higher with grades from 4-9.

### Why Science?

Science is one of the oldest and most important academic disciplines, and covers a wide variety of subjects. It is also one of the fundamental parts of the term STEM, used to refer to science, technology, engineering and mathematics. Science helps our understanding of the world around us. Everything we know about the universe, from how trees reproduce to what an atom is made up of, is the result of scientific research and experiment.

Human progress throughout history has largely rested on advances in science. From our knowledge of gravity to cutting-edge medicines, students of Science have shaped our modern world. Science is also vital for students to understand contemporary issues that are incredibly important to their futures for example, vaccinations and climate change.

Science is a desirable qualification for employers and colleges and universities as it demonstrates an ability to recall and apply knowledge, think critically, problem solve, follow instructions, use practical equipment safely and interpret and understand information.

### Where can it take you?

The skills you will develop through science can be applied to almost all career paths, which is why a science GCSE qualification is required for many vocational, A Level and post-16 colleges. STEM graduates are in high demand in many countries. Science is a flexible qualification which can be applied to a vast number of career paths such as medicine, military technology, healthcare and midwifery, sport science, ecology and environment, epidemiology, astronomy, electrical/mechanical/chemical engineering and research scientists.

## Overview

As a Physical Education Department, our aim in Core PE lessons is to provide every student with a wide range of sporting opportunities to develop a love and enjoyment for physical activity that they will continue long after their time at Oakmoor, as part of leading a healthy active lifestyle.

We aim to use sport to build upon each student's levels of resilience, perseverance and self-motivation as we believe that these are skills that will support them throughout their adult working life.

We understand that every child is different and that whilst it is important to develop resilience, not all students thrive on competition. It is very important to us that we work with students to help them find activities that they can participate in and enjoy. With this in mind our diverse curriculum aims to offer the opportunity for students to develop an understanding for the rules of sports, so that they can play socially and competitively inside and outside of school.

From Year 9, students are given the opportunity to select their curriculum route in core PE. This is done on a half termly basis and covers a wide range of sports over the years.

Some of those activities include:

American Football, Aerobics, Athletics, Badminton, Basketball, Caving \*, Climbing \*, Cross Country, Dance, Fitness, Football, Gymnastics, Handball, Hockey, Mini Tennis, Netball, Outdoor Adventure Activities, Rounders, Rugby, Shooting\*, Short Tennis, Skiing \*, Softball, Stoolball, Spikeball, Swimming \*, Table Tennis, Taekwondo, Tag Rugby, Tennis, Trampolining \*, Ultimate Frisbee, Volleyball,

\* Activities run off site do require a financial contribution.

Leading a healthy, active lifestyle is very important and is something that we promote with our students during their time at Oakmoor. This viewpoint is shared by the government, hence the compulsory expectation that every child will participate in all of their Core PE lessons.

Students must maintain their Core PE uniform for these lessons. For students who select BTEC Sport, an additional black kit can be purchased and either PE kit can be worn in lessons. The black PE kit is only available to BTEC Sport students. We highly recommend this due to the increase in the number of practical lessons and supporting good personal hygiene alongside the stress of repeatedly washing one set of PE uniform.

## Overview

Religious Education (RE) at Key Stage 4 (KS4) provides students with an opportunity to deepen their understanding of religious beliefs, ethical issues, and philosophical questions that shape societies and cultures. While RE is not a compulsory GCSE subject, schools are required to provide religious education as part of a broad and balanced curriculum.

Many students choose to take a full-course or short-course GCSE in Religious Studies, which typically explores major world religions such as Christianity, Islam, Hinduism, Judaism, and Buddhism, alongside themes such as morality, human rights, and the relationship between.

Students engage with key philosophical and ethical debates, such as the existence of God, the problem of evil, and the ethics of war and peace. The subject also promotes critical thinking, empathy, and cultural awareness, as students are encouraged to consider different perspectives and develop their own reasoned arguments. Assessment usually consists of written examinations, requiring students to analyse religious teachings, apply ethical theories to real-world issues, and construct well-supported arguments.

Religious Education is studied in KS4 on a compulsory, non-examined basis. It is designed to promote thinking skills and aid the development of students in four main areas:

- Spirituality
- Morality
- Society
- Cultures

Developing a knowledge of different cultures and worldviews that are present in modern Britain.

Topics includes:

Gender equality, Human rights and military interventions, Buddhism, Enforcing the law, Guiding values in life applied to current topical issues, Rights campaigners, Current and developing moral issues such as the military, animal rights and vaccines.

### Where can it take you?

Studying Religious Education at KS4 can lead to further academic Religious Studies, Philosophy, or Ethics. These subjects can complement other humanities and social science courses, such as History, Sociology, and Psychology, providing a strong foundation for higher education. University courses in Theology, Religious Studies, Philosophy, and related disciplines offer deeper exploration into historical, ethical, and cultural aspects of religion and belief.

Career opportunities for students who have studied Religious Education are diverse. Many go on to work in fields such as education, law, politics, journalism, social work, and international relations, where an understanding of religious and ethical perspectives is valuable.

## Overview

Alongside our wider curriculum and assemblies, we use time every Friday morning to deliver important areas of the Personal, Social, Health and Economic (PSHE) curriculum.

This curriculum forms a crucial part of learning that provides our students with the knowledge and skills necessary to allow them to make safe and informed decisions which will support them into and throughout their adult lives.

There are a number of important areas of learning that are broader than an individual qualification as they help us to develop our students into happy, good people who can add value to our town and wider society.

The PSHE curriculum is designed to cover a range of topics that are vital for life both in the short and long term, including ideas such as:

- Drugs education
- Sex and relationships education
- Careers education and interview skills
- Being prepared for college and university
- Politics, the government and voting
- Study skills in the build up to exams

As well as being important in themselves, these topics are covered in different creative ways that also develop a variety of useful skills such as teamwork, communication, problem solving and presentation skills. In this way, PSHE also feeds into the success of students in all of their subjects.

# Options Subjects in Key Stage 4

THE **ENERGY** AND  
**ENTHUSIASM** OF MY  
TEACHERS IS **INFECTIOUS**  
- LEARNING IS **ENGAGING**  
AND **INSPIRING**

YEAR 8 STUDENT

//



# Overview

## Specification: AQA 8202

Component 1: Portfolio  
No time limit, 60% of the GCSE grade.

Component 2: Externally Set Assignment  
Preparatory period followed by 10 hours of supervised time, 40% of the GCSE grade.

## Summary of Course Content (Skills and Knowledge):

The Art and Design course is an exciting and practical course ideal for students who wish to pursue higher qualifications or a career in Art and Design. Students will develop their skills in observational drawing, painting, 3D design and printmaking. Students will use a wide variety of wet and dry materials, specialist techniques and processes. Students are expected to complete homework and independent study to extend their learning.

Throughout the course there will be opportunities to visit galleries and museums, as well as using artefacts in school.

The Art & Design GCSE is made up of two units. The first unit is developing a portfolio of individual projects worth 60% of your final grade. The second unit is the externally set assignment worth 40% of your final grade. The externally set assignment is the exam element of this GCSE and requires students to complete a timed ten hour task. Throughout the course, your work will be continually assessed and marked with feedback given to you to inform you of your progress. The overall grade for the qualification will be a GCSE grade 9 to 1 and will depend on how well you perform in the portfolio unit and the externally set assignment.

## Why Art and Design?

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, Art is a great choice. The skills you gain make it a great complement to other subjects. Art and Design is a way of seeing things and making sense of the world around you. It can help you with further study and prepare you for the world of work. Art encourages self-expression, critical thinking and creativity and can build confidence as well as a sense of individual identity and character.

## Where can it take you?

Art enhances fine motor skills, hand-eye coordination, problem solving skills, lateral thinking, complex analysis and critical thinking skills. No matter what career you choose, those who can arrange, present and display material in a way that is aesthetically pleasing have an advantage. Art can open up many opportunities and can provide lots of varied opportunities for future progress. Whether you decide to move on to A Levels or a vocational route, there are many pathways built upon the foundations of Art GCSE including media, marketing, teaching, design, photography, illustration and art therapy to name just a few.

## Overview

Specification: OCR J277

- Paper 1: Computing Science Theory - 50%
- Paper 2: Computational Thinking - 50%
- Programming project – Compulsory project to support Paper 2.

### Summary of Course Content (Skills and Knowledge):

Computer Science is the study of how computers and computer systems work and how they are constructed and programmed. Rather than learning ICT skills, you will learn how to make computer programmes.

Students will learn how computers actually work; something a lot of people take for granted. The course will help students develop critical thinking, analysis and problem-solving skills. It will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. A key skill for the course is problem solving. If you really enjoy puzzles and solving tricky problems this may well be a great choice for you!

### Why Computer Science?

- Future-Proof Skills: By studying computer science, students acquire essential skills in programming, problem-solving, and computational thinking that will be beneficial in a wide range of industries.
- Critical Thinking and Problem Solving: Computer Science encourages students to approach problems logically and systematically. These skills are transferable to other areas of life and work, helping students develop analytical thinking and the ability to solve complex problems.
- Opportunities for High-Paying Careers: With the tech industry booming, having a background in computer science can open doors to high-paying careers in fields such as software development, cybersecurity, data science, and artificial intelligence, among others.
- Creativity and Innovation: Computer Science isn't just about coding; it's also about creating new solutions and technologies. Students can use their creativity to develop apps, games, websites, or even contribute to ground-breaking projects.

### Where can it take you?

Many big companies want young people to leave school with experience of Computer Science. These companies include Google, Microsoft and IBM. The demand for professionals who are qualified in this area will continue to grow.

If students want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping stone. Many students go on to study the subject at University.

The courses available are varied including; Computer Science, Computer Forensics, Computer Gaming, Entertainment Technology and Software Engineering.

## Overview

### Specification:

**BTEC Level 2 Tech Award in Construction and the Built Environment:  
603/7051/8**

**This course is a mixture of theory coursework units and one theory examination unit. Unit 1 Examination Unit**

**Unit 2 Coursework Unit**

**Unit 3 Coursework Unit**

### Summary of Course Content (Skills and Knowledge):

This course is an excellent introduction to the UK construction industry and gives an insight into much of the work, both design and practical, involved in construction roles available today.

Assessment:

- Component 1: Construction Technology; an examination unit based on the techniques, materials and stages of building a modern low rise house in the UK, including the different options of super and substructure and new techniques in sustainable building.
- Component 2: Carpentry & Joinery Principles in Construction; a coursework unit that requires the students to complete a given carpentry project that tests their competency and skill in carpentry joints such as dovetail, finger, half lap and mitres. This Component uses a mixtures of hand and power tools.
- Component 3: Construction Design; a coursework unit based on the design process followed by architects when designing a low rise building; requires students to complete a building design, either commercial or residential, for a given set of clients and a given building plot. This Component uses a mixture of Computer Aided Design (CAD) and traditional pencil/pen drawn designs, including floor plans, site plans and point perspectives.

### Why Construction and the built environment?

The construction industry is vast and diverse, offering careers in architecture, engineering, project management, surveying, and more. By studying this subject, students gain insight into various roles within the sector and can tailor their future career path to their interests and strengths.

- Wide Range of Career Opportunities
- Practical, Hands-On Skills:
- Strong Demand for Skilled Workers
- Problem-Solving and Project Management Skills

### Where can it take you?

Relevant jobs:

Architect, Civil or Structural Engineer, Town Planner, Bricklayer, Carpenter, Stonemason, Plumber, Electrician, Site Manager and Construction Technician.

## Overview

### Specification:

Level 1/2 Cambridge National Certificate in Creative iMedia J834

The course is made up of three elements:

- A written exam about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning.
- A practical unit in year 10 about how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics.
- A practical unit in year 11 on how to plan, create and review comics which contain original characters.

### Summary of Course Content (Skills and Knowledge):

Students who decide to pursue Creative iMedia (OCR) at Key Stage 4 will develop a robust understanding of digital media. This includes everything from pre-production skills like planning and storyboarding, to production skills such as creating digital graphics and websites. They will gain hands-on experience with industry-standard software and techniques, allowing them to bring their creative ideas to life. These students will also enhance their ability to evaluate digital products, providing constructive feedback and understanding the importance of user experience and accessibility.

### Why Creative iMedia?

Students will develop essential transferable skills such as teamwork, project management, and problem-solving. These skills are highly valued in a wide range of careers, not just in the creative industries. By the end of the course, they will be well equipped to handle real-world tasks and challenges, making them more adaptable and resilient. The Creative iMedia curriculum encourages students to think critically and creatively, helping them to become independent learners with a strong foundation in digital literacy.

### Where can it take you?

After completing Creative iMedia course, students have a range of further study options to explore. Many choose to progress to Level 3 qualifications, such as A-Levels or BTECs in subjects like Media Studies, Digital Media, or IT. These advanced courses deepen their understanding of media production and digital technologies, and can pave the way to university degrees in fields such as Media Production, Graphic Design and Film Studies. These higher education pathways can further enhance students' skills and open doors to specialised and well-paid careers in the creative and tech industries.

In terms of career opportunities, the skills gained from Creative iMedia are highly versatile and in demand across multiple sectors. Students can pursue roles such as graphic designers, web developers, digital marketers, content creators, and video producers. The increasing reliance on digital media in business means that these roles are not limited to the creative industries; opportunities abound in fields such as advertising, education, healthcare, and more. Additionally, the project management and teamwork skills developed during the course are valuable assets in any career, ensuring that students are well-prepared for the modern job market.

## Overview

### Specification:

Edexcel BTEC Level 1/2: 603/7054/3

The course is split into three components

- Component 1- Exploring the performing arts (30%)
- Component 2- Developing skills and techniques in the performing arts (30%)
- Component 3- Responding to a brief (40%)

### Summary of Course Content (Skills and Knowledge):

Component 1- Exploring the performing arts (30%) Students will study three pieces of professional Dance repertoire in three different styles, participating in a variety of workshops to gain a full understanding of the style and technique through practical and theory-based research tasks.

Component 2- Developing skills and techniques in the performing arts (30%) Students will train in one dance style developing and exploring skills in workshops and lessons leading up to the rehearsal and performance of a chosen piece of professional repertoire. To aid their development each student will evaluate their progress, setting and review targets whilst developing rehearsal and performance skills in dance. They will also produce a final evaluation, which can help prepare them for Activity 4 of Component 3.

Component 3- Responding to a brief (40%) The purpose of this component is to apply the skills, knowledge and understanding acquired within the dance experiences covered in Component 1 and 2. In year 11 a brief is released giving students a supervised period of 12 weeks to complete the 4 activities.

Assessment: The first two components are assessed internally, and evidence is created throughout the workshop lessons and the associated written work. Students will produce a variety of evidence such as video recordings of practical work and performances, reflection sheets, milestone logs, presentations, logbooks and evaluations. The final component is assessed by an external examiner by video. Students will have 12 weeks to create and perform the piece. There are 3 written logs to complete alongside this which are written in supervised conditions.

### Why Dance?

- Develops Practical Dance Skills
- Boosts Confidence and Performance Ability
- Creative Expression and Artistic Development
- Strong Foundation for Further Study and Careers

### Where can it take you?

Students can embark on various pathways toward a multitude of prospective careers. These options could include pursuing 'A' Levels in Dance or Performing Arts, venturing into the Leisure and Sports Industry, taking up roles as a Dance Teacher, Professional Dancer, or exploring positions such as choreographer, lighting designer, company stage manager, and many other opportunities within the performing arts sector.

## Overview

Specification: AQA 8552

- Paper 1: Principles of Design Technology (50%)
- Non-examination Assessment: Iterative Design Challenge (50%)

The Iterative Design Challenge is released on 1st September for Year 11 students. There will be a choice of three challenges to choose from. These challenges are changed each year.

## Summary of Course Content (Skills and Knowledge):

GCSE Design and Technology enables students to design and make products with creativity and originality using a wide range skills, techniques, and materials. Packaging, labelling, and instruction building are encouraged as part of the complete design proposal. Students will learn to be critical about both their own work, and other existing products and, will understand what adaptations are required to make products commercially viable.

The course will not only help develop students' practical skills but will also help students develop critical thinking, analysis and problem solving skills. It will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life.

## Why Design Technology?

Albert Einstein once said that "imagination is more important than knowledge." Design and Technology is an integral part of society and is underpinned by the process of product design. The subject not only allows us to understand the world around us now, but it also facilitates opportunities to look into the future and consider the demands of a world that hasn't yet emerged.

Design and Technology asks us to examine the needs of end users and apply design skills that range from scientific knowledge, technology availability, communication through drawing and artistic flair to design a product that could be smaller than a hand phone or as big as a cruise ship.

## Where can it take you?

Design and Technology is a versatile subject that will expose learners to a plethora of potential opportunities. Academic and vocational options are a few of these, such as going on to study courses like product design, architecture, fashion design, sculpture, furniture design, biomechanical and structural engineering, to name just a few, at college or sixth form before heading to university or undertaking an apprenticeship as soon as you've left school in things such as carpentry, engineering or multi-trades.

## Overview

**Specification:** OCR J316

- Unit 1 – Devising Drama (Practical) (30%)
- Unit 2 – Presenting and Performing Texts (Practical) (30%)
- Unit 3 – Drama – Performance and Response (40%)

### Summary of Course Content (Skills and Knowledge):

GCSE Drama is an exciting and innovative approach to creating and developing theatre. Students will have the opportunity to explore ideas, issues, themes and texts through practical drama and will utilise their knowledge and experience when creating their written work. Students will have the opportunity to perform in front of live audiences and will gain experience of some of the most prolific drama practitioners which will deepen their knowledge and understanding of the subject.

There is also the opportunity for students to study a technical strand in drama which can include lighting/sound/set design/costume and make up. Students can be examined in their ability to support a performance and enhance the theatre making this subject accessible for all. Students will demonstrate their knowledge and understanding of theatre and drama through a written examination, which takes place at the end of year 11.

### Why Drama?

GCSE Drama is both a creative and academic study. It provides you with the subject knowledge and understanding of how humans have used the Performing Arts to make sense of their world and society around them. It also provides you with the essential soft skills that you need to be successful in applying for future careers. Such skills include understanding how to frame and present an argument to a group of people, how to lead and follow in a project and how to use your physical and vocal skills to get across an intention or idea.

### Where can it take you?

Due to the fantastic range of skills that you acquire in BTEC Performing Arts, you can apply these to almost any subject or career choice in the future. The course can lead to A Level Drama and Theatre Studies as well as Level 3 BTEC Performing Arts where you can then go on to university or drama schools to study both acting or design. Because you are improving your skills in communication, presentation and teamwork, BTEC Performing Arts can be a very useful subject if your chosen future career involves working with people or the public. It is also useful if you are unsure of what you want to do at KS5.

## Overview

**Specification:** AQA 8585

- Single examination paper 50%

Section A (20 marks) multiple choice questions – structured to reflect the sections of the specification.

Section B (80 marks) 5 questions varying in styles of approach and content.

- Non examination assessment 50%

Task 1: The food investigation (15%) 10 hours

Task 2: The food preparation assessment (35%) 20 hours (including 3 hour period)

## Summary of Course Content (Skills and Knowledge):

This GCSE 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 qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

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

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

## Why Food Preparation and Nutrition?

This course will foster a love of developing food. It is a lovely mix of practical and theory lessons. Students are taught to foster a 'What if...?' approach to food, considering a recipe as a starting point not an end point. The course leads students to question and adapt standard recipes, learning food preparation and cooking skills, but then adapting recipes to be healthier, richer, more tasty, for a specific target audience, for a dietary requirement, to be better for the environment or vegetarian for example. This approach nurtures creativity within food.

## Where can it take you?

The GCSE food preparation and nutrition course allows students to gain jobs in the catering industry. It can also be the gateway for A levels, NVQs, BTEC National qualifications, apprenticeships and access courses in food to gain entry onto university courses. It also allows students to gain an advantage in the workplace if wanting to gain employment straight from college in catering.

## Overview

### Specification:

Edexcel 1GAO

The course is assessed in three units:

- The Physical Environment (37.5%) 1 hour 30 mins
- The Human Environment (37.5%) 1 hour 30 mins
- Geographical Investigations: Fieldwork and UK Challenges (25%) 1 hour 30 mins

## Summary of Course Content (Skills and Knowledge):

Students will explore case studies in the United Kingdom (UK), developing and developed countries alongside the newly emerging economies (NEEs). Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

There is a significant focus on the UK and fieldwork in this course, allowing us to understand issues closer to home as well as those on a global scale. There will be two field trips included in the course which are a compulsory part of geography. This may involve working outdoors in any type of weather.

There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study.

## Why Geography?

Geography helps make sense of the world around you. It is an academic subject that links the sciences and the arts. Geography looks at how the physical world was formed by studying the different processes that took place in the past and how these have interacted to create the landscapes we see globally. It looks at how humans have used and developed these landscapes to create the extraordinary world we live in today. From how changes in technology have shaped our global economy, to how humans have adapted to live in our diverse climates. It provides people with the knowledge to understand important issues that affect our society such as climate change and our ever changing political landscape and help us make sense of how and why decisions are made at an individual, national and international level.

## Where can it take you?

Geography GCSE goes hand in hand with other humanities subjects such as History and Religious Studies as a facilitating subject. Geography is a broad-based subject which provides lots of varied opportunities for future progress. It opens up opportunities for many different subjects at A Level such as Economics, Sociology and Politics, as well as supporting students to access more vocational courses such as level 3 courses in Travel and Tourism. It is also a qualification that will support applications to the majority of apprenticeships. At university level, Geography is an incredibly diverse discipline with courses ranging from the individual disciplines of physical and human Geography to international relations and hazard management, there are hundreds of different courses that are available.

## Overview

### Specification:

Pearson BTEC Tech Award in Health and Social Care

The course is assessed in three units:

Component 1- Pearson set assignments (Coursework) - Total 30% of final grade

Component 2 - Pearson set assignments (Coursework) - Total 30% of final grade

Component 3 - Examination end of year 11 - Total 40% of final grade

## Summary of Course Content (Skills and Knowledge):

All students will study the following 3 units:

Component 1: Human Lifespan Development

Explore different aspects of growth and development and the factors that can affect this across the life stages. Explore the different events that can impact on individuals' physical, intellectual, emotional and social development.

Component 2: Health and Social Care Services and Values

Explore health and social care services and how they meet the needs of service users. Learn about, and apply the care values within health and social care.

Component 3: Health and Wellbeing

Explore the factors that can affect health and wellbeing of a selected individual.

## Why Health and Social Care?

Health and Social Care enables students to explore academically and practically, areas that influence how we develop throughout life stages and in turn raise expectations of how we can live successful and healthy lives now and in our future. It equips our students with the skills to analyse the impact of positive and negative human behaviour and development in our daily lives. Health and social care is full of new and exciting knowledge, in one of the fastest growing employment sectors in the UK.

## Where can it take you?

Health and social care can take you on to both further education with a level 3 BTEC in health and social care or A levels in health and social care, sports science, psychology, sociology, and early years education. It can also lead to apprenticeships or careers in midwifery, nursing, dietitian, care worker, social worker, community support and outreach worker, councillor, occupational therapist and lots more health and social care professions. The skills in communication and teamwork are also useful for any careers that involve working with people.

## Overview

**Specification: Edexcel 1H10/BR**

The course is assessed in three units:

- British Thematic Study with Historic Environment (30%) – Crime and Punishment through time 1 hour 30 minutes
- British Depth Study and Period Study (40%) – Early Elizabethan England and Superpower relations and the Cold War 1 hour 45 minutes
- Modern Depth Study (30%) – Weimar and Nazi Germany 1 hour 20 minutes

### Summary of Course Content (Skills and Knowledge):

History is well respected by colleges, universities and employers due to the rigorous Academic training it gives to young people. The GCSE History course has been designed to ensure a varied programme of study while retaining a high level of challenge. History is a fascinating and stimulating course to follow and aims to strengthen a variety of analytical and comprehensive skills. Pupils who choose study GCSE History will cover a wider range of content to expand their knowledge in addition to practicing historical skills such as primary source analysis, debating historical interpretations and learning to form and support their own arguments.

Assessment:

**Paper 1:** British Thematic Study with Historic Environment (30%)

Our Thematic Study is Crime and Punishment in Britain c1000 to the present day  
Our Historic Environment unit is Whitechapel 1870 to 1900: Crime and Policing

**Paper 2:** British Depth Study and Period Study (40%)

Our British Depth Study is Early Elizabethan England, 1558–88

Our Period Study is the Cold War and Superpower Relations, 1941-1991

**Paper 3:** Modern Depth Study (30%)

Our Modern Depth Study is Weimar and Nazi Germany, 1918–39

### Why History?

History is a diverse and academic discipline that helps you understand the world and how it has developed to become what we know it as today. History looks at answering vital questions about issues such as; why does conflict happen, why do we live in a multicultural society and why have we got this current political landscape? Through History you can learn about past societies, systems, ideologies, governments and conflict and how these have changed over time.

### Where can it take you?

History provides lots of varied opportunities for future progress. History GCSE will prepare you well for A Levels, more vocational routes and apprenticeships, as it has many transferable skills. As an academic subject, History prepares you for a number of other subjects such as law, politics and sociology. History GCSE also goes hand in hand with other humanities subjects such as Geography and Religious Studies as a facilitating subject. At university level, history is an incredibly diverse discipline with courses ranging from the disciplines of ancient history, archaeology, classics and modern history.

## Overview

### Specification:

Level 2 Vocational Award in Performing Arts - Music (Technical Award)

#### Unit 1: Performing

- You will learn the skills and techniques needed to produce a successful performance of an existing piece of music.

#### Unit 2: Creating

- You will learn how to create and refine your own original work through Music Composition, using Music Technology (cloud software).

#### Unit 3: Performing Arts in Practice

- You will learn about areas of the of performing arts industry that need to be considered when responding to a commission and will consider these when coming up with and pitching your own idea.

## Summary of Course Content (Skills and Knowledge):

Music, Performing Arts BTEC Qualifications are vocational, unit based which offer students the chance to learn a diverse range of music industry skills. The qualifications are available at Levels 1-3 with the opportunity to cover subjects such as performing, composing, music, technology and music business.

For Unit 1 and 2 you will be assessed through Coursework/ Project work (not external exams) in response to briefs. The final project for each Unit will take 10 hours to complete in 'controlled' conditions and each Unit will be worth 30% of your qualification. For each Unit you be set a scenario by the exam board and will need to undertake a number of tasks. In Unit 3 you will undertake another project in response to a brief, which will take 20 hours and be worth 40% of your qualification. You will be given a scenario and will need to undertake a number of tasks.

## Why Music?

Music combines both creative and academic study. You will gain knowledge of how music composition, production and performance has evolved over time. The course also enables you to develop and refine your musical skills that are required for further education and employability within the music sector. You will also gain essential skills needed within a variety of professional industries. Such skills include working collaboratively with peers, understanding and responding to complex briefs, pitching and presenting ideas and creativity. The course will allow you to explore music composition, production, performance, musical theory, instrumentation as well as an insight into the music industry. To ensure that you succeed in this course, you will be expected to practice for a minimum of 30 minutes per week on your chosen instrument.

## Where can it take you?

Due to the fantastic range of skills and knowledge gained throughout this course, there are many paths you can take as you progress from key stage 4. You will have acquired the skills to go on to study A Level Music or a Level 3 BTEC in Music which will enable you to go onto study at university. There are many subjects which cross over into music such as media studies, radio production and events management.

## Overview

### Specification:

AQA 8206 Art and Design (Photography)

**Component 1:** Portfolio No time limit, 60% of GCSE grade.

**Component 2:** Externally set assignment Preparatory period followed by 10 hours of supervised time, 40% of GCSE grade.

### Summary of Course Content (Skills and Knowledge):

The GCSE Photography course is an exciting practical and theory based course ideal for students who wish to pursue a new skill and higher qualifications or a career in photography. Students will develop a wide range of photographic skills including taking and developing their own photographs using both traditional and digital methods. Students will be expected to regularly complete homework and independent study to extend their learning and the content of their portfolio. During the course there will be opportunities to visit galleries and museums to study the work of other photographers.

### Why Photography?

Photography is an art, which can be used to enrich the beauty or expose the cruelty of events and subjects. Visual imagery can be used to capture the emotions and moments which cannot be expressed by words. Cameras are used as a creative tool to tell a story and represent and interpret history. As in traditional art, photography fosters creativity, discipline and focus. It makes you look deeper and increases perception and analytical skills that benefit students and asks them understand themselves and the world around them in new and innovative ways.

The GCSE is made up of two units. The first unit is developing a portfolio of individual projects worth 60% of your final grade. The second unit is the externally set assignment worth 40% of your final grade. Due to the exam element of this unit students will have ten hours to produce their final response. Your work will be continually assessed, marked with feedback given to you to inform you of your progress throughout the course. The overall grade for the qualification will be a GCSE grade 9 to 1 and will depend on how well you perform in the coursework and exam.

### Where can it take you?

A Level Photography, BTEC National Diploma in Photography. You could then continue further to degree level if you wish.

Employment opportunities include – Film and Television production, media, freelance photographer, teacher or lecturer, forensics, photojournalism and fashion.

## Overview

### Specification:

AQA French 8652

### Specification:

Paper 1: Listening

Paper 2: Speaking

Paper 3: Reading

Paper 4: Writing

### Summary of course content:

The following themes will be covered throughout the course

Theme 1 - People and Lifestyle

Theme 2 - Popular culture

Theme 3 - Communication and the World Around Us

The course covers 4 skill areas – Listening, Speaking, Reading and Writing

## Summary of Course Content (Skills and Knowledge):

### Paper 1: Listening

Understanding and responding to different types of spoken language

25% of total mark

### Paper 2: Speaking

Communicating and interacting effectively in speech for a variety of purposes

25% of total mark

### Paper 3: Reading

Understanding and responding to different types of written language

25% of total mark

### Paper 4: Writing

Communicating effectively in writing for a variety of purposes

25% of total mark

## Why French?

Learning a foreign language is an excellent opportunity to improve your communication skills (in your native language as well) and enables you to gain a deeper appreciation of different countries and cultures. One of the greatest benefits of learning a language is that it enables you to travel outside of the UK and explore the world! If you are interested in broadening your horizons and improving your academic and career opportunities, then studying GCSE French is an excellent choice for you. Throughout the course you will practise the four communication skills: listening, reading, writing and speaking, across multiple topics relating to your own interests and experiences, as well as the wider world.

## Where can it take you?

Learning French will develop many skills which are useful in a wide range of future careers, as well as essential life skills, such as: the ability to communicate clearly, gaining confidence in public speaking and using problem-solving strategies.

Learning French could also improve your chance of studying at a top university in the UK or studying abroad whilst at university (even if you do not choose to do a language degree).

Careers which use French include: working in any business which deals with importing or exporting, the Foreign Service, travel and hospitality, the leisure industry, accountancy, marketing, management, teacher, translator, and many more.

## Overview

### Specification:

AQA Spanish 8698

### Specification:

Paper 1: Listening

Paper 2: Speaking

Paper 3: Reading

Paper 4: Writing

### Summary of course content:

The following themes will be covered throughout the course

Theme 1 - People and Lifestyle

Theme 2 - Popular culture

Theme 3 - Communication and the World Around Us

The course covers 4 skill areas – Listening, Speaking, Reading and Writing

## Summary of Course Content (Skills and Knowledge):

### Paper 1: Listening

Understanding and responding to different types of spoken language

25% of total mark

### Paper 2: Speaking

Communicating and interacting effectively in speech for a variety of purposes

25% of total mark

### Paper 3: Reading

Understanding and responding to different types of written language

25% of total mark

### Paper 4: Writing

Communicating effectively in writing for a variety of purposes

25% of total mark

## Why Spanish?

Learning a foreign language is an excellent opportunity to improve your communication skills (in your native language as well) and enables you to gain a deeper appreciation of different countries and cultures. One of the greatest benefits of learning a language is that it enables you to travel outside of the UK and explore the world! If you are interested in broadening your horizons and improving your academic and career opportunities, then studying GCSE Spanish is an excellent choice for you. Throughout the course you will practise the four communication skills: listening, reading, writing and speaking, across multiple topics relating to your own interests and experiences, as well as the wider world.

## Where can it take you?

Learning Spanish will develop many skills which are useful in a wide range of future careers, as well as essential life skills, such as: the ability to communicate clearly, gaining confidence in public speaking and using problem-solving strategies.

Learning Spanish could also improve your chance of studying at a top university in the UK or studying abroad whilst at university (even if you do not choose to do a language degree).

Careers which use Spanish include: working in any business which deals with importing or exporting, the Foreign Service, travel and hospitality, the leisure industry, accountancy, marketing, management, teacher, translator, and many more.

## Overview

### Specification: AQA Religious Studies 8062 MA (DD1)

Two examinations which are both completed at the end of Year 11.

Paper 1 focuses on the beliefs and teachings of Christianity and Islam.  
Paper 2 explores a range of four ethical and philosophical issues.

### Summary of Course Content (Skills and Knowledge):

Throughout history, people have thought deeply about how a person should live their life and what communities should strive for. The answers that people decide on are a big part of who we are.

In this course, you will study a range of beliefs and ideas about many of the big questions that life asks. We explore different answers that are religious and non-religious, modern and ancient, each other's and our own.

### Assessment:

- Relationships and Families, including love, LGBT rights and gender discrimination
- Religion and Life, including animal rights and the moral decisions doctors make
- Peace and Conflict, including the rules of war, nuclear war and terrorism
- Human Rights and Social Justice, including attitudes to wealth, racism and fighting for justice
- Focus on Christianity
- Focus on Islam

### Why Religious Studies?

Religious studies helps students to gain an appreciation of how religion, philosophy and ethics form the basis of our culture. It also allows an understanding of those around us and why they believe what they believe, but also the impacts that these beliefs have on them as an individual.

Topics will include: marriage, divorce, human rights, war and peace, evil and suffering, crime and punishment, the death penalty and medical ethics.

### Where can it take you?

Religious Studies GCSE is highly valued by lots of businesses, especially those looking to work with people such as in the police, nursing and teaching. The course will develop your skills of organising and using information, describing and explaining ideas, and evaluating different perspectives on various religious and moral issues. It will require you to think, understand different points of view and develop skills of argument. Lessons will involve a wide range of different activities including reflection, discussion and various activities to communicate your ideas and understanding to others. Religious Studies GCSE goes hand in hand with other Humanities subjects such as Geography and History and is a suitable subject in preparation for entry to university education.

## Overview

### **Specification: Edexcel BTEC Level 2: 603/7068/3**

All students will study the first 3 compulsory components. Each component makes up around 33% of the final qualification. Please see an outline of the different components below.

### **Summary of Course Content (Skills and Knowledge):**

#### **Component 1:** Preparing Participants to Take Part in Sport and Physical Activity

Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

#### **Component 2:** Taking Part and Improving Other Participants Sporting Performance

Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

#### **Component 3:** Developing Fitness to Improve Participants Performance in Physical Activity

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing. This unit is the external assessment and students will be required to sit a 1.30 minutes exam.

This course will build on the understanding developed at Key Stage 3, supporting a smooth transition to the next level of study. Students will become more competent, confident and expert in their practical techniques and apply them across different sports and physical activities.

### **Why BTEC Sport?**

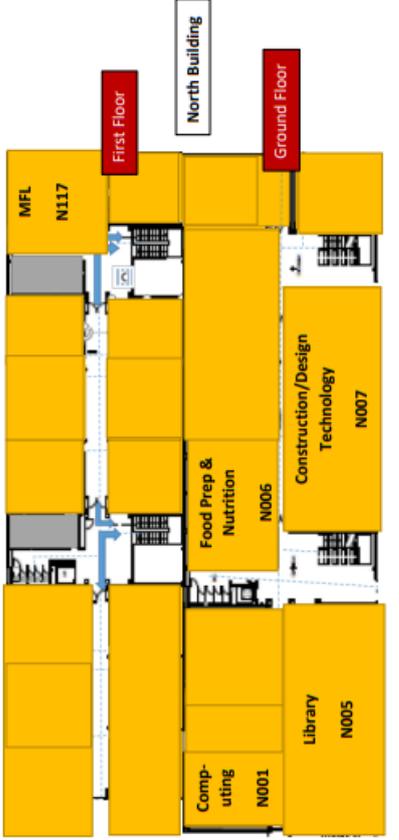
BTEC Sport gives a great starting point for those wanting to know more about how we perform in sport. Understanding the body and how it works in sport is vital to improving performance. Also, having the ability to know and understand the best way to train for improvements in both performance or a health benefit in all aspects of life. With a combination of both written and practical elements in the coursework, you will be able to try out some of the things you are learning in theory in a practical setting, and see for yourselves how it works.

### **Where can it take you?**

BTEC Sport is a good grounding to many of the level 3 courses available at college settings; and not just in sport. In the workplace it allows you to consider jobs such as physiotherapy or sports analysts, along with career opportunities in coaching and teaching.

The BTEC Tech Award in Sport course has been designed to provide students with a smooth progression to BTEC Nationals in Sport or Sport and Exercise Science. In addition, it will also lend itself to those wishing to study A Level Physical Education.

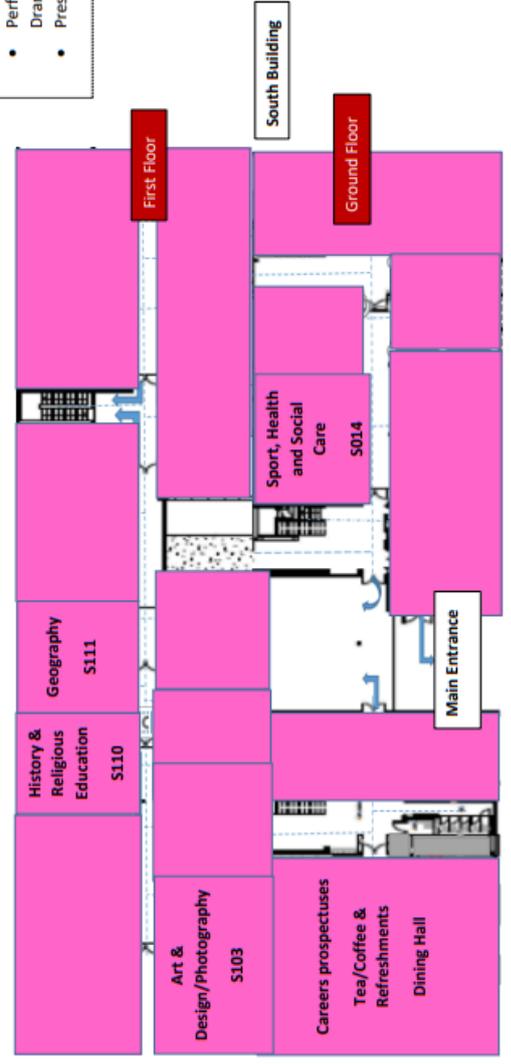
# Options Evening Map



- North Building Rooms to visit**
- Ground Floor
- Computing & Creative iMedia - N001
  - Construction and the Built Environment/ Design Technology - N007
  - Food Preparation and Nutrition - N006
  - Library- N005
- First Floor
- Modern Foreign Languages (French and Spanish) - N117



- East Building Rooms to visit**
- Performing Arts - Dance, Drama, Music- E011
  - Presentations - Assembly Hall



- South Building rooms to visit**
- Ground Floor
- Sport - S014
  - Careers prospectuses -Dining Hall
  - Tea/Coffee & Refreshments- Dining Hall
- First Floor
- History & Religious Education- S110
  - Geography - S111
  - Art and Design/Photography - S103



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