



Malden Oaks
School & Tuition service

Making the **MOST** out of every day

KS4 Curriculum 2023-2024

Core Curriculum
& Option Subjects

Introduction

In KS4 all students follow a core curriculum. This includes GCSEs in Maths, English Language and Biology. Alongside these exam subjects, students also follow courses in PSHE and the Duke of Edinburgh Award. Students then choose between two and four additional subjects which lead to GCSE or vocational qualifications. This year we have over 20 different subjects to choose from. Most courses are taught on site, but if the course you choose takes place elsewhere, at a college or training provider, we will support you with transport. Occasionally, some subjects may be taught remotely.

GCSE courses are designed to be studied over two years. However, many students come to us towards the end of Year 10 or the beginning of Year 11 and so our teachers are very experienced in helping you to cover the course content in a much shorter period of time. Homework is not compulsory at Malden Oaks, but the more time you spend on extra work at home, the higher the grade you will achieve.

The following pages provide a summary of the courses we offer, but you can find out more by talking to individual members of staff.

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Chemistry	Physical Education
Child Development	Physics
Computer Science	Religious Studies
Construction	Sociology
Drama	Sports Leadership Award
Economics	Textiles
English Literature	Young Enterprise
Geography	



The Core Curriculum

All students follow the GCSE courses shown below

English



At Malden Oaks students are encouraged to read a range of literary and non-fiction texts for enjoyment. To this end, the reading of up-to-date fiction, audio books and newspapers is actively promoted among our students. Students are encouraged to be critical thinkers and to work both independently and in a group. Texts are chosen, wherever possible, that would challenge, inform and develop the students' interest in the world around them. Texts and assessments can vary depending on the interests and needs of our students. Students are also taught to discuss and write in a range of styles and for a variety of different audiences. They are encouraged to write creatively and discursively in order to prepare effectively for their exam.

Key Stage Four students will follow the specifications for the Eduqas English Language GCSE or the Cambridge IGCSE First Language English 0990. Students are entered for the examinations that are most suitable for their needs. An overview of the English Language GCSEs is provided below.



Course structure:

English Language (Eduqas)

2.1 COMPONENT 1	2.2 COMPONENT 2	2.3 COMPONENT 3
<p>Section A (20%) – Reading (40 marks) This section will test through structured questions the reading of an unseen extract from one 20th-century literary prose text (about 60-100 lines). This section assesses AO1, AO2 and AO4.</p> <p>Section B (20%) – Prose Writing (40 marks) This section will test creative prose writing through one 40-mark task. Candidates will be offered a choice of four titles giving opportunities for writing to describe and narrate, and imaginative and creative use of language. This response should be a narrative / recount. Candidates who write purely descriptively, or use a form other than that specified, such as poetry or drama, will not be able to access the full mark range as shown in the assessment criteria. This section assesses AO5 and AO6.</p>	<p>Section A (30%) – Reading (40 marks) This section will test through structured questions the reading of two high-quality 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, reports, articles and digital and multi-modal texts of various kinds from newspapers, magazines and the internet. This section assesses AO1, AO2, AO3 and AO4.</p> <p>Section B (30%) – Writing (40 marks) This section will test transactional, persuasive and/or discursive writing through two equally weighted compulsory tasks (20 marks each). Across the two tasks candidates will be offered opportunities to write for a range of audiences and purposes, adapting style to form and to real-life contexts in, for example, letters, articles, reviews, speeches, etc. This section assesses AO5 and AO6</p>	<p>Candidates will be required to complete one formal presentation or speech. They will also be assessed on their responses to questions and feedback following the presentation or speech. Standard English should be a feature of all parts of the candidates' work in this component. This component assesses AO7, AO8 and AO9.</p> <p>Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.</p>

Welcome to IGCSE English Language

One exam

Paper 1: Reading Passages 2 hours

Candidates answer **three questions** on two passages of 600–700 words each, linked by a common theme.

50% of total marks.

Three pieces of coursework

Coursework Portfolio

Candidates submit **three assignments**, each of 500–800 words.

50% of total marks.

Students who do not meet the coursework deadline will be entered for Paper Two. This is the Directed Writing paper and it examines the same skills as in the coursework portfolio: narrative, descriptive and writing based on two reading passages.



Useful website links:

In addition to Sam Learning, students may find the following websites useful

[EnglishBiz](#)

[BBC Bitesize](#)

[Revision Centre](#)

[Seneca Learning](#)

[BPC Revision Tutorials for Eduqas](#)

[Mr Bruff](#)

[Oak National Academy](#)



Learning opportunities outside the classroom:

Students are encouraged to experience life and culture and to take part in the trips to theatres and museums that are organised by the department and the school as part of its enrichment programme. Walking in nature, learning new skills in our Duke of Edinburgh programme, taking part in our Citizenship programme, watching films and reading newspapers are all opportunities for further learning and enrichment: not all learning is in the classroom. To read for understanding it helps if you want to understand yourself first and be open to new opportunities.

Students are encouraged to read a wide variety of fiction and non-fiction for pleasure and to this end the English department actively updates the fiction texts it offers to students.

The following PDF 72 Young Adult Books may provide students with book titles to interest them. Please find below some useful links/websites that may be of interest. These focus on reviewing teenage literature and many give you the opportunity to submit your reviews once you've read a book!



Example assessment question & answer:

Example questions and answers English Language (Eduqas)

Read lines 31-46. A4. How does the writer make these lines tense and dramatic? [10] You should write about: what happens to build tension and drama; the writer's use of language to create tension and drama; the effects on the reader.

A4) The writer uses a vague opening sentence "had I not witnessed a terrible thing" to create tension as it makes the reader want to know more. He continues to withhold the details as he describes the events leading up to the main event and this builds tension because it makes the reader want to know what is going on. "He had left something in the tunnel once" sounds slightly ominous and makes the reader worry about what's happening in the dark tunnels. "You still had to be careful" suggests danger, making the reader worry about Obed. "Men fell into them from time to time" suggests that accidents happen and builds tension by giving the reader clues to what's going on but not actually telling them anything. "A warning sign" is foreshadowing and raises the tension by pointing out to the reader that this is where the drama is. "They threw him over the edge and into the dark" is a very dramatic statement and it shocks the reader because a man has just been killed. The writer describes the other man's demise in a blunt manner, which creates tension as the reader begins to fear for Obed's life when it becomes obvious that these men will not hesitate to kill him. The statement "It was not a race I could let myself lose" creates tension as Obed's survival is not certain at this point and the reader knows that the stakes are high and he is literally running for his life. Overall, the writer uses dramatic techniques such as withholding information in conjunction with a simple dramatic sentence such as "Then he was gone" to create tension for the reader.

methodical and detailed

9/10

sees the authorial method

10

Example questions and answers IGCSE

Starter

Question 1 – Comprehension and Summary

Questions 1 (a) – (e) will all be in response to Text A and test your understanding of implicit and explicit meanings.

To answer these questions, you will need to identify answers from the text and explain phrases and concepts in your own words.

For example:

Things were mysterious on the lighthouse island from the moment they arrived. There was no welcoming committee from the three men, no provisions boxes had been put out to be restocked, and the flag wasn't up on the flagpole. The Hesperus anchored in silence, and Joseph Moore headed for the lighthouse, calling out as he did so, trying to break the eerie silence that enveloped the island.

Using your own words explain what the text means by:

- (i) 'no welcoming committee' (line 2)
- (ii) 'silence that enveloped the island' (line 8)

Answers:

- (i) Nobody came to greet them when they arrived.
- (ii) The whole island was covered by complete silence.

Starter

Question 2 – Short answer language task

This requires you to choose one example to show that you understand how writers create effects and influence readers.

For example:

Use **one** example from the text below to explain how the writer suggests that something unnatural happened that night.

Use your own words in your explanation.

A comprehensive search was made of the island. At the landing stage they found extraordinary damage. Iron railings were bent grotesquely out of shape as if by some unearthly force and some of them were completely wrenched out of the concrete. The conclusion was that the damage had been caused during the terrible storm.

For this question you need to 'zoom in' on one example and explain in detail what the effect is.

For example, in this extract you could 'zoom in' on the simile 'as if by some unearthly force' – this suggests that the railings have been bent by something inhuman or not even from this planet creating a sense of fear and mystery.

The word 'force' also connotes strength and almost violence. It creates a sense of fear as this event cannot be explained and therefore the reader does not know if it will happen again.



Further learning opportunities:

English and English Literature offer opportunities in many jobs, both at a functional and a creative level. Jobs as varied as receptionist, nursery worker, retail worker, journalism and creative media all require good English skills.

Maths



At Malden Oaks we enter students for the AQA Mathematics 8300 course. This course is designed to reflect the change of emphasis in mathematics teaching set out in the revised programme of study for Key Stage 4. This means an increased focus on applying mathematics in context, problem-solving, reasoning and the functional elements of mathematics.

Alongside GCSE, a select number of students are also entered for Entry Level 1-3 Functional Skills Mathematics (Edexcel), potentially also Functional Skills Levels 1 and 2. This gives students an additional qualification for maths to assist with their college applications and develop the skills needed to solve simple mathematical problems, so that they can build their foundations to make good progress in their GCSE. The Entry qualifications are assessed by a one-off exam. Times and dates will be communicated clearly in advance and students will complete practice papers in advance of their test, so they feel confident to pass this qualification. Students are given opportunities within the curriculum to discover how maths is used in the 'real world'. This will give them the confidence to use maths in their personal lives. The Year 10 and 11 schemes of work are planned in a cyclical manner. This means that where necessary, students will revisit topics that they find difficult regularly. It also gives the opportunity to extend learning more rapidly where appropriate.

Subject content

[1 Number](#)

[2 Algebra](#)

[3 Ratio, proportion and rates of change](#)

[4 Geometry and measures](#)

[5 Probability](#)

[6 Statistics](#)



Course structure:

AQA 8300

You will sit three papers at the end of year 11, at either Foundation or Higher Tier:

Paper 1: Written paper (Non-Calculator) – one third of the GCSE mathematics assessment <ul style="list-style-type: none">• Foundation tier – 1 hour 30 mins – 80 marks• Higher tier – 1 hour 30 mins – 80 marks Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper. Content from any part of the specification may be assessed.	Paper 2: Written paper (Calculator) – one third of the GCSE mathematics assessment <ul style="list-style-type: none">• Foundation tier – 1 hour 30 mins – 80 marks• Higher tier – 1 hour 30 mins – 80 marks Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper. Content from any part of the specification may be assessed.	Paper 3: Written paper (Calculator) – one third of the GCSE mathematics assessment <ul style="list-style-type: none">• Foundation tier – 1 hour 30 mins – 80 marks• Higher tier – 1 hour 30 mins – 80 marks Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper. Content from any part of the specification may be assessed.
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All content can be assessed on any of the three question papers. As such, some questions will draw together elements of maths from different topic areas. The weighting of the topic areas has been prescribed by Ofqual and is common to all exam boards. The table below shows the approximate weightings of the topic areas for the overall tier of assessment, **not** for each individual question paper.



Topic Area	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability and statistics (combined)	15	15



Useful website links:

[Corbett Maths](#)

[Maths Genie](#)

[Pixi Maths Problem Solving Resources](#)



Learning opportunities outside the classroom:

All students are provided with **CGP AQA GCSE Maths revision books**, which have excellent revision material for students. Students will be provided with a Foundation or a Higher book, depending on their tier of entry.

[Maths Watch](#) Students have also access to Maths Watch, which has an excellent number of videos and interactive questions available. It is very mobile friendly and it has a useful set of 1 minute videos with useful practice questions. The username is normally in the following format - for example, a student called Terry Williams - TWilliams@maldenoaks. The password is set at abcdef.



Example assessment question & answer:

Circle the calculation that increases 400 by 7%

[1 mark]

$$400 \times 0.07$$

$$400 \times 0.7$$

$$400 \times 1.07$$

$$400 \times 1.7$$

The GCSE maths exam paper has many **problem solving** questions. It has a small number of multiple choice questions, but even these require some revision and practice. All students must make sure to show clear working out in their answer, as this has an impact on the marks that students are awarded by examiners. In terms of the question above, to increase 400 by 100%, the student would have to find 107% of this number. Since there are no percentages in this question, the student would have to know how to convert 107% into a decimal (1.07). The correct answer is the third option from the left.



Further learning opportunities:

It may be unlikely that you will directly need to use trigonometry or solve simultaneous equations in a number of college courses or apprenticeships but learning basic maths skills at GCSE level help to build up essential skills that are used on a daily basis and essential skills for life. **Problem solving, analysing data, communication, logical thinking and attention to detail** are crucial skills that are used every day in the form of shopping, baking, journey planning and driving.

Biology



The **AQA Biology GCSE** is a linear course which means all the marks are gained in exams at the end of the year. There are two 1 hour 45 minute exams, Paper 1 and Paper 2. Students are tested on seven different topics and there is a lot of content to learn and understand. Students are also required to take part in ten different practicals throughout the course and the skills learnt in these practicals are also assessed in the GCSE exam.



Course structure:

Paper 1 What's assessed	Paper 2 What's assessed
Topics 1-4: 1. Cell biology; 2. Organisation; 3. Infection and response 4. Bioenergetics.	Topics 5-7: 5. Homeostasis and response; 6. Inheritance, variation and evolution 7. Ecology.
How is it assessed: Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks 50 % of GCSE	How is it assessed: Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks 50 % of GCSE
Question Types: Multiple choice, structured, closed short answer and open response.	Question Types: Multiple choice, structured, closed short answer and open response.



Useful website links:

[Seneca Learning](#)
[BBC Bitesize](#)



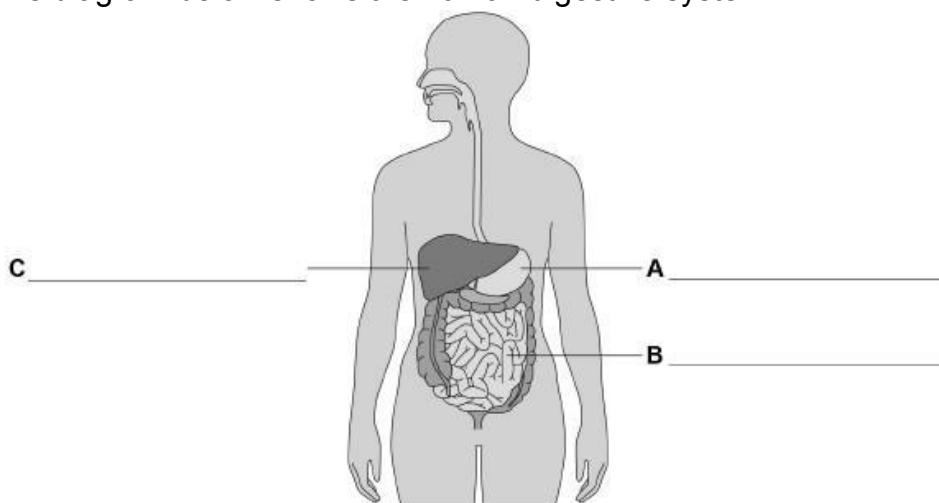
Learning opportunities outside the classroom:

Foundation or Higher CGP revision guides are available.



Example assessment question & answer:

The diagram below shows the human digestive system.



(a) Label organs **A**, **B** and **C**.

(3)

(b) Complete the sentences.

catalyse	denatured	digest	energise
excreted	ingested	insoluble	soluble

Choose the answers from the box.

Digestion is the process of breaking down large food molecules into smaller molecules that are _____.

Enzymes help to break down food because they _____ chemical reactions.

If the temperature of an enzyme gets too high, the enzyme is _____.

(3)

(f) Describe how you would test a sample of food to show it contains protein.

Give the reason for any safety precautions you would take.

(4)

Mark scheme:

(a) (A) stomach

1

(B) small intestine

allow ileum

ignore intestine unqualified

1

(C) liver

1

(b) soluble

1

catalyse

1

denatured

1

this order only

(f)

Level 2: Scientifically relevant facts, events or processes are identified and given in detail to form an accurate account.

3-4

Level 1: Facts, events or processes are identified and simply stated but their relevance is not clear.

1-2

No relevant content

0

Indicative content

- grinding up the food
- add Biuret reagent (allow CuSO_4 and NaOH) to food (sample)
- protein turns solution (from blue) to purple / lilac
- wear goggles to protect eyes
- clean up spills immediately
- Biuret / NaOH is an irritant / corrosive / poisonous





Further learning opportunities:

Depending on what grade you have achieved at GCSE you can go on to a Level 2 BTEC Diploma, a level 3 BTEC Diploma, a level 3 BTEC Extended Diploma (e.g. In Applied Science, Forensic Science, Engineering). This will help you if you want to go into careers such as plumbing, electrician, sports science, beauty therapist.

If your grades are high enough (grade 6 or above) you can go onto study A level Biology or Chemistry if you have completed the GCSE. This will help to pursue careers in Medicine, Midwifery, Nursing, Physiotherapy, Chemistry, Physics, Biology and many more.



The Core Curriculum

Non-examined courses

PSHE



Personal, Social, Health & Economic (PSHE) education is a school subject through which students develop the knowledge, skills & attributes they need to manage their lives, now and in the future. It helps children & young people stay healthy and safe, while preparing them to make the most of life & work.

The PSHE programme at Malden Oaks responds to the individual learning needs of the students and local circumstances, as well as comprehensively fulfilling our PSHE related statutory obligations (Health Education & Relationships & Sex Education).



Course Structure:

There are three core themes with broad overlap and flexibility between topics and areas in each.

Health & Wellbeing	Relationships	Living in the Wider World
<ul style="list-style-type: none">• Self- concept• Mental health & emotional wellbeing• Health-related decisions• Drugs, alcohol & tobacco• Managing risk & personal safety• Sexual health & fertility	<ul style="list-style-type: none">• Positive relationships• Relationship values• Forming & maintaining respectful relationships• Consent• Contraception & parenthood• Bullying, abuse & discrimination• Social influences	<ul style="list-style-type: none">• Learning skills• Choices & pathways• Work & career• Employment rights & responsibilities• Financial choices• Media literacy & digital resilience



All students will have the opportunity to achieve the Duke of Edinburgh Award. There are four sections and a certificate is awarded for each section, as well as the overall bronze D of E certificate and badge for completion of the whole award. This award is valued by colleges, universities and employers.

The D of E award links with our school principles, 'The 4 As' in the following ways:

Achievement – setting and achieving targets in the physical section

Autonomy – choosing and developing an interest in the skills section

Altruism – Helping others through volunteering

Attachment – working as a team to complete the expedition



Award Sections:

PHYSICAL	SKILLS	VOLUNTEERING	EXPEDITION
This includes all kinds of sports and physical activities. Examples include: Boxing, swimming, running, cycling, football, yoga, gym.	This includes a wide range of activities such as playing a musical instrument, arts and crafts, digital media, cookery and model-making.	This section can be fulfilled by undertaking community service eg in a nursing home, children's club or charity shop, or by undertaking training that would enable you to be of service to others eg a First Aid course.	This involves going on a two day, one night expedition, either on foot, by canoe or by bicycle, camping overnight and cooking your own food.



Useful website links:

www.dofe.org



Learning opportunities outside the classroom:

There is a D of E lesson each week and students work in tutor groups to complete the skills section in one term and the physical section in another term. The expedition takes place in the summer season and students undertake several weeks of training to prepare them for this experience.

It is possible to complete all the sections in school time, but you can also choose to use activities you do in your spare time as well.



Option Subjects

Art & Design



Our GCSE in Art and Design helps students develop knowledge, skills, and understanding of different processes and techniques, to enable them to express their creativity and imagination through responses to visual and written stimuli.



Course structure:

OCR Art and Design (9-1) - J170-J176 (from 2016)

Component 1

Portfolio 60% Coursework (120 marks)

Students produce a portfolio of practical work showing their visual and written response to a chosen theme. The portfolio may be presented in sketchbooks or on mounted sheets with drawings, painting, photos, mixed media, printing and sculpture.

Component 2

Externally Set Task 40% (80marks)

From a set paper, students respond to one of five themes given, each with a range of visual starting points. Students research, plan and develop ideas based on their chosen theme over 10 weeks. They then realise a final piece in a ten-hour supervised time period, for their exam.



Useful website links:

[OCR Exam Board](#)

[Tate Modern](#)

[Kew Gardens](#)

[Victoria & Albert Museum](#)

[SEA LIFE](#)



Learning opportunities outside the classroom:

Visits to Kew Gardens, Tate Modern, V and A, going for local walks to see the surrounding area, and visits to art museums or galleries that are relevant to a topic being studied.



Example assessment question & answer: (Answer: a developed and well researched response to the theme)

'Aquatic life' has been interpreted or used by artists, designers and craftspeople in many interesting or unusual ways.

Respond to **one** of the following: **(a), (b), (c), (d), (e), (f), (g) or (h).**

(a) Fish, bubbles, fish tank, seafood, jellyfish, seaweed, coral, aquarium, filter, ocean, submerged...



(b)

(c) In **Fine Art**, aquatic life has featured in the work of many artists. Stanhope Forbes, Dame Barbara Hepworth and Eileen Agar have responded to this theme in different ways.



Further learning opportunities:

Art is a vocational course in which you can continue to study at A-Level at a sixth form college, or as a BTEC level 1,2 or 3, an Art Foundation course at a further education college. After this, you can specialise in a specific discipline within the Arts; a fine artist, an illustrator, a graphic designer, a textile designer, an interior designer, a stage designer, product design and more.



Bicycle Maintenance



The cycle maintenance takes place at Clarendon Cycles, which is based at Clarendon school, near Richmond College.



Course structure:

Courses offered are entry level 3, level 1 and 2. Most students will take the Level 1 City and Guilds course.

This bike mechanics course builds confidence and fundamental understanding in four key areas:

- Rim brake removal/refitting and adjusting
- Deraillleur gear system removal/refitting and tuning
- Puncture repair from start to finish
- Comprehensive safety checking

Students are taught in small groups and if a student shows a particular aptitude then they may be offered a place on the Level 2 course. It is useful for anyone interested in bicycles who would like to learn more and obtain a recognised full accredited course.



Further learning opportunities:

Level 2 C&G course in bicycle maintenance

Business



So much in life involves business. Think about the last pair of jeans you bought yourself and then think of what businesses made it possible for you to be wearing them. The obvious ones are the shop and the manufacturing plant but what about: the cotton growers, the delivery company, the advertising company who produces the YouTube adverts to name but a few. What about the banks that provide the finances for all those businesses? Where does health & safety, consumer and employment law come in? Thinking about all those processes and the people involved allows you to begin to understand what Business is all about. Business is a major part of everyone's life and anybody who has a good idea about how business works is at an immediate advantage as they face their future.



Course structure:

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Business (1BS0)

The aims and objectives of this qualification are to enable students to:

- know and understand business ideas, business jargon, business goals, the joined-up nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to current business issues and to different types and sizes of businesses in local, national and global contexts
- develop as inventive individuals with the ability to think commercially and creatively to demonstrate business expertise, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply numerical skills relevant to business, including using and interpreting data.

To meet these aims the following topics are covered:

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business
- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions



Students entering the Summer 2024 exams and beyond will be examined as follows:

Area Examined	Type	Time	Mark allocation
Business 1: business activity, marketing and people	The exam paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.	1 Hour 30 Minutes paper	90 Marks 50% of the qualification
Business 2: operations, finance and influences on business	The exam paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.	1 Hour 30 Minutes paper	90 Marks 50% of the qualification



Useful website links:

[Exam Board Specification](#)

[BBC Bitesize](#)

[BizConSesh YouTube Channel](#)

[Tutor2U](#)

[BTEC Business](#)



Learning opportunities outside the classroom:

In addition, to the above websites everyday experiences such as shopping, both online and on the high street, provide opportunities to consider the business aspects of everyday life. Business has also become a popular genre for TV programmes and Podcasts. The viewing of TV programmes such as these is invaluable.

- [Dragons Den](#)
- [Inside the Factory](#)
- [Food Unwrapped](#)
- [The Hotel Inspector](#)
- [The Apprentice](#)
- [Ian King Business Podcasts](#)
- [Wake Up To Money](#)

We also arrange school visits to businesses such as Chelsea Football Club, Cadbury's World, Brompton Bikes and Thorpe Park to bring the subject to life from a practical experience.



Example assessment question & answer:

- 6 Neil and Sue have produced the following break even diagram, showing the costs and revenue for their business.

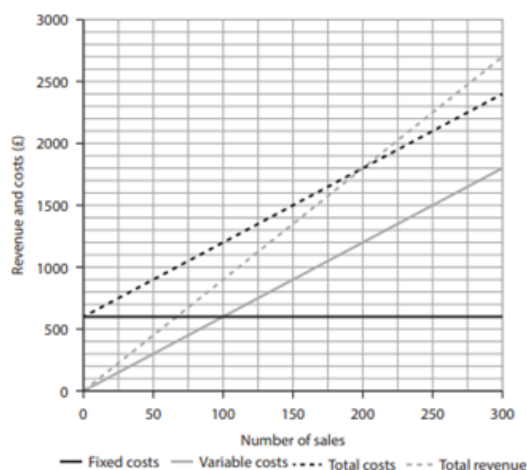
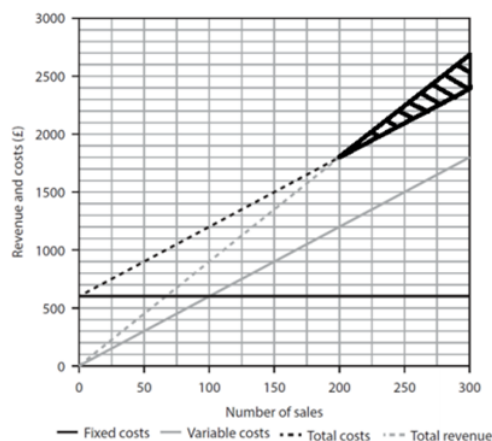


Figure 3

- (a) Identify the total number of sales that Neil and Sue will need to break even. (1)
- (b) Identify the profit made by *Meringue*, by shading the correct region of the graph in Figure 3. (1)
- (c) State one benefit to *Meringue* of having a low break even level of output. (1)

Answer

Award 1 mark for shading the region where the total revenue line is above the total costs line (as indicated below).



Answer

Award 1 mark for stating a benefit to *Meringue* of having a low break-even level of output.

Need to sell fewer sandwiches to make a profit (1).
More profit to invest in their website redesign (1).

Accept any other appropriate response. Do not accept benefits that would not be appropriate for a small town centre bakery and cafe such as *Meringue*, for example being able to pay higher dividends to shareholders.

Neil and Sue are considering two options to reduce the amount they need to sell to break even.

Option 1: Increasing average prices by 10%

Option 2: Reducing the cost of ingredients by using a cheaper supplier

(d) Justify which **one** of these two options Neil and Sue should choose.

(9)

- Neil and Sue's competitive advantage comes from non-price factors, such as quality (AO2).
- Raising price may be risky as *Meringue* is located in the town centre, close to competing cafes (AO2).
- Non-price factors mean most customers will stay loyal despite price increases. This will mean that total revenue will increase despite the increase in price and therefore will reduce the amount they need to sell to break even (AO3a).
- Competition may result in a loss of customers as higher prices deter existing customers preferring cheaper alternatives (AO3a).
- The most appropriate option for Neil and Sue is to raise prices. The main feature of the business is 'quality' and anything that puts this at risk must be avoided. Lower-priced ingredients could impact on quality (AO3b).
- The break-even chart shows that the cost of ingredients is a very small proportion of total costs for Neil and Sue. This means that it will have a very small impact on their ability to break even. Therefore, an increase in price would be the most effective option to reduce the amount they have to sell (AO3b).



Further learning opportunities:

This qualification in business will:

- enable students to understand more about the business world
- motivate and challenge students, and prepare them to make informed decisions about further study and career pathways.

Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3, including GCEs in Business, History, Geography, Economics and Psychology and BTEC Nationals in Business.

The knowledge and skills gained from GCSE Business support students' entry into employment or other training in specific aspects of business, such as apprenticeships and vocational qualifications which focus on more specialised business areas. GCSE Business provides a strong foundation for employment, with students progressing, with further training, to a wide range of careers training such as banking, sales, product management and general management. Kingston College offer the following pathway for the year 2023/24 for those wishing to further study business:



Citizenship



This course is designed to give you the tools to learn about the society you live in and understand some of the fundamental processes you will need throughout your adult life.

The qualification comprises of three interrelated components:

- Citizenship in perspective
- Citizenship in action
- Our rights, our society, our world.



Course structure:

You will be examined over three papers:

Paper 1 - 25% of total GCSE.	Paper 2 – 50% of total GCSE	Paper 3 – 25% of total GCSE
Sections 1–3 of the specification will be sampled.	Rights, the law and the legal system in England and Wales	Rights, the law and the legal system in England and Wales
Citizenship in perspective (01)	(Section 1) Democracy and government (Section 2) Citizenship Action (Section 4)	(Section 1) The UK and the wider world (Section 3)
50 Marks	Citizenship in action (02)	Our rights, our society, our world (03)
50 minutes	100 Marks	50 Marks
Written paper	1 hour 45 minutes	1 hour
	Written paper	Written paper



Learning opportunities outside the classroom:

There are many ways in which you can be a good citizen. Volunteering is the easiest way to make a huge difference to the lives of others and to your own. Get involved in your local youth parliament or the school council. During year 11 we visit Kingston Crown Court to see justice in action. Read a newspaper at least once a week, access news online or watch the news on the television. There are many programmes on the television about the police or ambulance service – these are always worth watching. Ensure you know who your local MP is and get involved with issues in your local area.



Further learning opportunities:

The Citizenship course enables you to be a critical learner and this will help you in any career or learning path you choose. You could study politics, or public services or go for a career in the police or court system or in local government.

Chemistry



The AQA Chemistry GCSE is a linear course which means all the marks are gained in exams at the end of the year 11. There are two 1 hour 45 minute exams, Paper 1 and Paper 2. Students are tested on ten different topics and there is a lot of content to learn and understand. Students are also required to take part in ten different practicals throughout the course and the skills learnt in these practicals are also assessed in the GCSE exam



Exam Board & breakdown of papers/modules/outcomes

AQA Chemistry GCSE:

Paper 1 What's assessed	Paper 2 What's assessed
Topics 1-5: 1. Atomic structure and the periodic table; 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes.	Topics 6-10: 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources
How is it assessed: Written exam: 1 hour 45 minutes <ul style="list-style-type: none">• Foundation and Higher Tier• 100 marks• 50 % of GCSE	How is it assessed: Written exam: 1 hour 45 minutes <ul style="list-style-type: none">• Foundation and Higher Tier• 100 marks• 50 % of GCSE
Question Types: Multiple choice, structured, closed short answer and open response.	Question Types: Multiple choice, structured, closed short answer and open response.



Useful website links:

[Seneca Learning](#)
[BBC Bitesize](#)



Learning opportunities outside the classroom:

Foundation or Higher CGP revision guides are available at request.



Example assessment question & answer:

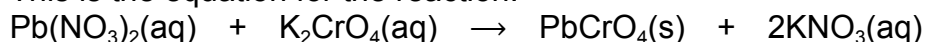
A student investigated the law of conservation of mass. The law of conservation of mass states that the mass of the products is equal to the mass of the reactants.

This is the method used.

1. Pour lead nitrate solution into a beaker labelled **A**.
2. Pour potassium chromate solution into a beaker labelled **B**.
3. Measure the mass of both beakers and contents.
4. Pour the solution from beaker **B** into beaker **A**.
5. Measure the mass of both beakers and contents again.

When lead nitrate solution and potassium chromate solution are mixed, a reaction takes place.

This is the equation for the reaction:



(a) What would the student see when the reaction takes place?

(1)

(b) The table shows the student's results.

	Mass in g
Beaker A and contents before mixing	128.71
Beaker B and contents before mixing	128.97
Beaker A and contents after mixing	154.10
Beaker B after mixing	103.58

Show that the law of conservation of mass is true.
Use the data from the table above.

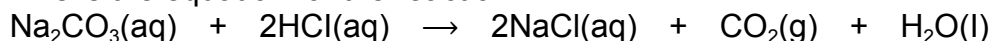
(2)

(d) Calculate the relative formula mass (M_r) of lead nitrate $\text{Pb}(\text{NO}_3)_2$
Relative atomic masses (A_r): N = 14 O = 16 Pb = 207

Relative formula mass = _____
(2)

(f) Another student also tests the law of conservation of mass using the same method.
The student uses a different reaction.

This is the equation for the reaction.



Explain why this student's results would **not** appear to support the law of conservation of mass.

(3)

Mark schemes

(a) precipitate / solid formed
allow colour change

1

(b) total mass before = 257.68 g
total mass after = 257.68 g

1

so the mass of products equals
the mass of the reactants

1



(d) $207 + (2 \times 14) + (6 \times 16)$

or

$207 + 2 \times [14 + (3 \times 16)]$

$= 331$

1

an answer of 331 scores 2 marks

1

(f) carbon dioxide is a gas

allow a gas is produced

1

the gas escapes during the reaction

1

(so) the mass at the end is less than expected

1



Further learning opportunities:

Depending on what grade you have achieved at GCSE you can go on to a Level 2 BTEC Diploma, a level 3 BTEC Diploma, a level 3 BTEC Extended Diploma (e.g. In Applied Science, Forensic Science, Engineering). This will help you if you want to go into careers such as plumbing, electrician, sports science, beauty therapist.

If your grades are high enough (grade 6 or above) you can go onto study A level Biology or Chemistry if you have completed the GCSE. This will help to pursue careers in Medicine, Midwifery, Nursing, Physiotherapy, Chemistry, Physics, Biology and many more.



Child Development



This qualification is for students who wish to develop applied knowledge and practical skills in Child Development. It has been designed to prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.



Course structure:

OCR Level 1/ 2 Cambridge National Certificate in Child Development (J809)

Units	Assessment method	Weighting
R057: Health and well-being for child development	EXAM Written paper 1 hour and 15 minutes (OCR-set and marked)	40%
R058: Create a safe environment and understand the nutritional needs of children from birth to five years	COURSEWORK OCR-set assignment (OCR moderated)	30%
R020: Understand the development of a child from birth to five years	COURSEWORK OCR-set assignment (OCR moderated)	30%



Useful website links:

<https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j809/>



Learning opportunities outside the classroom:

There are many and varied learning opportunities outside the classroom, for example, planning and running activities to support the physical, intellectual & social development of young children aged between 1-5 years, appropriate television programmes & documentaries and trips & visits.





Example assessment question & answer:

There are short and long answer questions.

Short:

- (b) Different types of pain relief could be used during labour.

Complete the table by giving **one** disadvantage of each type of pain relief.

Type of pain relief	Disadvantage
Entonox	
Pethidine	
TENS machine	

[3]

Question	Answer	Mark	Guidance
b	<p>Entonox Does not give immediate relief Effect wears off quickly/short term Pain is not completely removed/not a strong pain killer The mother may feel sick/light headed Mother may get a dry mouth</p> <p>Pethidine Baby may be born drowsy/transfers through the cord Baby may be slower to breathe Mother may feel disorientated/lacks control/drowsy/sleepy May take 20 minutes to take effect/takes a while to work Can be present in breast milk/can affect a baby's sucking reflex Can cause an allergic reaction in mother</p> <p>TENS machine Cannot be used in a water birth Mother is unable to shower/bathe Does not work with intense pain/not strong enough/not effective in later stages May have to buy your own</p>	3x1	ONE mark for each correct answer. THREE required

Long:

Explain what parents can do to help their child maintain a healthy weight.

In your answer you must include:

- Ways to improve a child's diet
- Ways of encouraging a more active lifestyle (8 marks)

MARK SCHEME IS DETAILED. 3 LEVELS OF RESPONSE.

Computer Science



Computer Science covers the theory underpinning the digital technologies that make the modern world work. Students will gain an understanding of how computers work, as well as practical and transferable skills including valuable knowledge of programming.



Course content:

Students learning programming will learn how to think and plan algorithms, and use a range of in-built and custom functions in a high-level language.

Programming will generally be taught using .NET languages, primarily C# and/or Visual Basic. These languages are general-purpose high-level languages and the skills learned can be applied to a wide range of other languages.

Students will also cover the following theoretical content:

- Systems architecture, memory & storage
- Computer networks, connections & protocols
- Network security
- Systems software
- Ethical, legal, cultural & environmental impacts of digital technology



Useful website links:

[GCSE - Computer Science \(9-1\) - J277 \(from 2020\) - OCR](#)



Assessment

Students take two exams of 1hr 30mins, each worth 50% of the final grade.



Further learning opportunities:

A good understanding of computer science will allow students to access a wide range of opportunities including further academic study in Computer Science, Physics, and Applied Mathematics.

Knowledge of programming is also helpful for a huge range of careers and jobs, and is valued by many employers.

Construction



Students will attend one full day (possibly more depending upon their individual timetables) at R2S in Morden (transport will be arranged if necessary)

This course has been designed for students who have an interest in construction trades with little or no experience in this area, with the aim to develop skills, knowledge and understanding that they can use to progress to further training.

Students will have an introduction to traditional construction trades and will learn practical skills in the college's specialist workshops demonstrating practical skills in brickwork, carpentry, painting and tiling.



Course structure:

Students will learn about health and safety, welfare and site awareness as well as construction technologies, they will also develop their skills in information, quantities and communication. The practical skills that students will learn include preparing and trying out multi-craft construction activities. Students will make items such as a bricklayer's gage rod and a gallows bracket, they will also build a small wall and paint and tile it. Additional learning can involve making bird boxes and timber planters.



Further learning opportunities:

These skills will enable students to start thinking about next steps in construction trades.

Drama



Our GCSE Drama course helps students to grow in confidence as individuals. They will develop their knowledge, skills, and understanding to enable them to express their creativity and imagination through responses to visual and written stimuli.



Course structure:

AQA Drama 8261 (1-9 from 2016)

Component 1 Understanding Drama	Component 2 Devising Drama	Component 3 Texts in practice
<p>Students will develop their knowledge and understanding of drama and theatre. They will study one play from a choice of six. They will analyse and evaluate the work of live theatre makers.</p> <p>This work will be assessed in a written exam. The paper has 3 sections covering the above. The exam is 1 hour and 45 minutes. (80 Marks/40% of GCSE)</p> <p><i>This component is a formal written exam.</i></p>	<p>Students will learn the process of 'Devising Theatre'. They will perform an original piece to an audience. They will support this process through a written log book outlining their learning and development for the examiner.</p> <p>The devising log is 60 marks. The performance is 20 marks.</p> <p>(80 marks in total. 40% of the GCSE)</p> <p><i>This component is marked by the class teacher and moderated by AQA.</i></p>	<p>Students will read a published play text. They will then rehearse and perform two extracts from one chosen play. There is a free choice of play, however, it must not be the same text studied for component 1.</p> <p>Performance of extract 1 (20 Marks) Performance of extract 2 (20 Marks) (40 marks in total. 20% of GCSE)</p> <p><i>This component is marked by AQA</i></p>



Useful website links:

<https://www.bbc.co.uk/bitesize/subjects/zbckjxs/Drama>
<https://www.nationaltheatre.org.uk/learning>



Learning opportunities outside the classroom:

Visits to The National Theatre or The Globe Theatre. Visits to the Theatre (a variety of venues- local and inner london) Visit any museum/event that is relevant to a topic being studied.



Example assessment question & answer:

Blood Brothers – Willy Russell 6.1 Exam Question

You are designing a **setting** for a performance of this extract. The setting must reflect the context of Blood Brothers, set in a working-class community in around the 1970s. Describe your design ideas for the setting. [4 marks]

Example student response

It is important to show the difference between the sort of classroom in the school that Mickey and Linda go to **1** compared to the school Eddie goes to. As I design my set, I would want lots of detail to show the period of the play and that it is a working-class school. **2** The desks and chairs would all be made of wood and also be very shabby and worn. **3** They would not be set out in neat rows either. **4** The blackboard would be an old-fashioned painted blackboard on wheels **5** and on this there would be graffiti which said 'Mickey Luvs Linda 4 Eva' on it to show more about their characters. **6** There wouldn't be much colour in the design for my set at all. Commentary A good description of the setting for this extract, with secure knowledge and understanding of the play and its context. There are a number of precise details provided to support the design, but not all of them give enough information. The design is appropriate to the brief in the question.

Band 3

Examiner comments

1. Understanding of the play; social context.
2. Intentions are stated; follows the brief in the question.
3. Design detail included; does not say how they would look worn/shabby.
4. Creative design idea.
5. Precise detail; follows the period in the brief.
6. Creative design idea; lacks detail on how this will be achieved.



Further learning opportunities:

Drama and Theatre studies is a vocational course in which you can continue to study at A-Level, or as a BTEC at a sixth form college, or further education college. This could lead to a Drama and Theatre Studies Foundation Course. After this, you can specialise in a specific discipline within the Arts; a performer, a director, a playwright, a designer in many areas, for example: Set/ Costume/ Lighting. A theatre leader, Drama teacher, as well as other careers that benefit from the confidence drama instils in you, for example, a lawyer, all forms of customer services work, an entrepreneur. The opportunities are endless.



Economics



What is economics?

Economics is a study of the way in which humankind provides for its material wellbeing. Economics is a social science because it uses scientific methods to analyse and predict human behaviour.



Course structure:

Edexcel Economics

There will be 2 examinations in Year 11:

Paper 1:	Paper 2:
Microeconomics and Business Economics	Macroeconomics and the Global Economy
Content summary The market system: <ul style="list-style-type: none">• The economic problem• Economic assumptions• Demand, supply and market equilibrium• Elasticity• The mixed economy Business economics: <ul style="list-style-type: none">• Externalities• Production• Productivity and division of labour• Business costs, revenues and profit• Business competition• The labour market• Government intervention	Content summary Government and the economy: <ul style="list-style-type: none">• Macroeconomic objectives• Government policies• Relationships between objectives and policies The global economy: <ul style="list-style-type: none">• Globalisation• International trade• Exchange rates
Assessment Examination of 1 hour 30 minutes, consisting of four compulsory questions, each worth 20 marks. The sub questions are a mixture of multiple-choice, short-answer, data response and open-ended questions.	Assessment Examination of 1 hour 30 minutes, consisting of four compulsory questions, each worth 20 marks. The sub questions are a mixture of multiple-choice, short-answer, data response and open-ended questions.



Useful website links:

- [OXnotes](#)
- [Seneca Learning](#)
- [BBC Economics](#)
- [Tutor2U economics](#)
- [GCSE Economics revision](#)
- [RES](#)
- [Open university](#)



Learning opportunities outside the classroom:

- Visit the Bank Of England

- Visit the Houses of Parliament



Example assessment question & answer:

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

1 (a) Which **one** of the following is a factor of production? (1)

☐ **A** Land

☐ **B** Profit

☐ **C** Wages

☐ **D** Manufacturing

(b) A firm has total fixed costs of \$40 000 per month and variable costs of \$150 per unit. If it produces 1,000 units, what are the total costs per month for the firm? (1)

☐ **A** \$190 000

☐ **B** \$150 000

☐ **C** \$41 150

☐ **D** \$40 150

(c) What is meant by the term demand? (2)

Question number	Answer	Mark
1(a)	AO1 1 mark	
	A Land	(1)

Question number	Answer	Mark
1(b)	AO2 1 mark	
	A \$190 000	(1)

Question number	Answer	Mark
1(c)	AO1 2 marks	
	Award 1 mark for reference to amount willing to be purchased and 1 mark for reference to price	
	The quantity of goods/services consumers are willing and able to buy (1) at a given price (1)	(2)



Further learning opportunities:

GCSE Economics can help you prepare for Further and Higher Education such as A Levels and in particular A Level Economics. You will become skilled in: making decisions, analysing data, solving problems, communicating and working as part of a team. Economics is a highly regarded qualification by universities and employers alike. Career Opportunities Economics could lead to work in a profession such as Statistics, Government and Banking. An Economics qualification can boost your employability in many areas, regardless of the industry you work within.



English Literature



If you are interested in studying English Literature you must enjoy reading and be happy to read and talk about the ideas in the plays, novels and poetry we discuss together. We will read and study the language used in the texts, watch film adaptations, act out scenes and discuss the themes of murder, ambition, love and personality disorders as they crop up...



Course structure:

KS4 AQA English Literature (8702)

All assessments are closed book: any stimulus materials required will be provided as part of the assessment. All assessments are compulsory.

Paper 1: Shakespeare and the 19th-century novel	Paper 2: Modern texts and poetry
<p>What's assessed</p> <ul style="list-style-type: none">• Shakespeare plays• The 19th-century novel <p>How it's assessed</p> <ul style="list-style-type: none">• written exam: 1 hour 45 minutes• 64 marks• 40% of GCSE <p>Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then write about the novel as a whole.</p>	<p>What's assessed</p> <ul style="list-style-type: none">• Modern prose or drama texts• The poetry anthology• Unseen poetry <p>How it's assessed</p> <ul style="list-style-type: none">• written exam: 2 hour 15 minutes• 96 marks• 60% of GCSE <p>Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>



Useful website links:

[BBC Bitesize](#)

[Revision Centre](#)

[Seneca Learning](#)

[Mr Bruff YouTube](#)

[The National Academy](#)



Learning opportunities outside the classroom:

Students are encouraged to experience life and culture and to take part in the trips to theatres and museums that are organised by the department. Students are encouraged to read a wide variety of fiction and non-fiction for pleasure and to this end the English department actively updates the fiction texts it offers to students. The following image, 72 Young Adult Books may provide students with book titles to interest them. Please find above some useful links/websites that may be of interest. These focus on reviewing teenage literature and many give you the opportunity to submit your reviews once you've read a book!





Example assessment question & answer:

'An Inspector Calls' sample exam question and model answer.

1. Consider how Mr Birling is presented in the extract and the ideas he represents.

Priestley presents Mr Birling in a negative light in this extract. Priestley does this by showing Mr Birling's ignorance when he says that they "don't know what some of these boys get up to nowadays." He is joking here about the behaviour of young men, but he has no idea that his own son has a drink problem, has stolen money from him and has had an affair that resulted in an unwanted pregnancy. Perhaps Priestley is making a point about gender and age, that older male role models do not take the excesses of younger men as seriously as they should. This lack of understanding between the generations is reflected again when Mr Birling states that "so many of you don't seem to understand now". Mr Birling again shows his ignorance, referring to young men as 'you', putting them all together in one group and not seeing them as individuals. Mr Birling's ideas about social responsibility are summed up when he tells Eric and Gerald that is "a man has to make his own way – has to look after himself". Here Priestley presents in a very obvious way Mr Birling's selfish outlook and lack of concern for others, highlighting one of his key ideas in the play, that of social responsibility. Mr Birling doesn't agree with the idea that we should look after one another "like bees in a hive"; Priestley strongly disagreed with this idea and used the play to try to convince the audience of the time that they should care for the needy, not just ignore them. It is interesting to note that whilst Mr Birling is in the middle of his speech, suggesting that a man should "look after himself and his own-and-", he is interrupted by the 'sharp ring' of the doorbell. This signals the arrival of the Inspector. The ring of the doorbell at this moment could be a suggestion by Priestley that it signals the arrival of a character who has the power to interrupt Mr Birling and to challenge his arrogant assumptions.

'Macbeth' - sample exam question and model answer

2. Starting with this extract, how does Lady Macbeth use language to manipulate her husband in the play?

Macbeth starts this scene in a decisive mood but by the end of it has given in to his wife's powers of persuasion. She asks him lots of questions but does not give him time to answer; this would unsettle him and make the audience aware of just how ambitious she is. Lady Macbeth uses emotional blackmail when she says "From this time, / Such I account thy love." She also calls him a coward using a simile to compare him to a cat who would like to get hold of some fish but which does not want to get its paws wet; this is an example of one of the many animal images used in the play. I think her biggest insult is to say that he is not acting like a man: "When you durst do it, then you were a man." The key opposites used here are "when" and "then". For a woman to say this to a man in Shakespeare's time would have been totally unacceptable and the original audience would probably have been shocked by it.



Further learning opportunities:

English and English Literature offer opportunities in many jobs, both at a functional and a creative level. Jobs as varied as receptionist, nursery worker, retail worker, journalism and creative media all require good English skills.

Geography



GCSE Geography gives you the opportunity to understand more about your world, the challenges it faces and our place within it. You will learn about physical environments such as rivers and coasts, Human habitats such as major world cities and the interaction between both people and landscapes throughout the globe. It is the best subject on Earth.

Geography is a subject which fits with pretty much everything. Many people who study geography go into law and business, the army, police, government and any international relations or research organisations. This is because they love the practical research skills and wide knowledge that geographers develop.



Course structure:

Edexcel Geography B – Geography for enquiring minds

There will be 3 examinations in Year 11:

Paper 1:	Paper 2:	Paper 3:
Component 1: Global Geographical Issues	Component 2: UK Geographical Issues	Component 3: People and Environment Issues – Making Geographical Decisions
Written examination: 1 hour and 30 minutes 37.5% of the qualification 94 marks	Written examination: 1 hour and 30 minutes 37.5% of the qualification 94 marks	Written examination: 1 hour and 30 minutes 25% of the qualification 64 marks
Content overview:	Content overview:	Content overview:
<ul style="list-style-type: none">● Topic 1: Hazardous Earth● Topic 2: Development dynamics● Topic 3: Challenges of an urbanising world	<ul style="list-style-type: none">● Topic 4: The UK's evolving physical landscape – including sub-topics 4A: Coastal change and conflict and 4B: River processes and pressures.● Topic 5: The UK's evolving human landscape – including a Case Study - Dynamic UK cities.● Topic 6: Geographical investigations – including one physical fieldwork investigation and one human fieldwork investigation linked to Topics 4 and 5.	<ul style="list-style-type: none">● Topic 7: People and the biosphere● Topic 8: Forests under threat● Topic 9: Consuming energy resources



Useful website links:

- [BBC Bitesize](#)
- [Seneca Learning](#)
- [BBC Teach](#)
- [Tutor2U](#)
- [Geography revision](#)



Learning opportunities outside the classroom:

You will learn investigative skills and embark on two local field trips. We have also taken trips to the Natural History museum and the Science Museum.



Example assessment question & answer:

Examine how ways of life vary within one Low Income Developing Country or Emerging Developing Country city. (8 marks)

Example answer:

Within Cape Town, ways of life vary greatly with rich people enjoying restaurants and shopping at the V&A Waterfront and poorer people struggling to feed their family in the informal housing of the 'townships'. In the townships communities are brought together through music and dance and they have a lot of traditional African shows. In wealthier areas of Cape Town people can access more variety of entertainment, with many drawing on the history and culture of the country. Housing in townships compared to the suburbs varies with larger properties and more green space in the suburbs.



Further learning opportunities:

In geography we will discuss global issues that are relevant to the world we are in today. You will be encouraged to express your own opinions and ideas. You will learn to read and analyse maps, graphs, diagrams and data.

Introduction to Hairdressing & Beauty / Level 1 Hair and Beauty



Students will have the opportunity to learn all the necessary basic techniques of beauty therapies.



Course structure:

As well as the practical aspect of the course, students are expected to complete a portfolio as they complete the course.

Hairdressing

You will cover the following units:

- Introduction to the hair and beauty sector
- Presenting a professional image in a salon
- The art of dressing hair
- Health and safety in the salon
- Working with others in the hair and beauty sector
- Create a hair and beauty image
- Salon reception duties
- Create and maintain retail displays in the salon
- Shampoo and conditioning
- Styling women's hair
- Styling men's hair
- Hair plaiting

Beauty

This qualification will enable you to improving the appearance of the hands and feet with basic manicure and pedicure techniques, you will also learn how to provide relaxing head massage treatments, cleansing, toning and moisturising treatments, and you will learn how to give advice on skin care, and basic day make-up .



Example assessment question & answer:

As well as the practical aspect of the course, students are expected to complete a portfolio as they complete the course.



Further learning opportunities:

Level 2 and level 3 courses are available at colleges post 16.

History



History is a popular and interesting subject. The way the world is today has its roots in the past and we need to understand our past to be able to make sense of today. History is also just fascinating; how people used to live, the ideas they had, the decisions they made and the changes that took place are at the core of studying History.



Course structure:

Edexcel Specification GCSE (9-1)

Paper 1: Thematic study and historic environment	Paper 2: Period study and British depth study	Paper 3: Modern depth study Written exam
Written exam 75 mins 30%	Written exam 1hr 45 mins 40%	80mins 30%
<i>Medicine in Britain, c1250 – present and The British sector of the Western front, 1914-18: injuries, treatment and the trenches.</i> In this unit we will look at changing ideas over time about the cause and treatment of disease and illness and improvements in surgery during the First World War.	<i>Henry VIII and his ministers, 1509-40.</i> In this unit we will look at Henry's relationship with Wolsey and Cromwell, and the impact of The Reformation. Superpowers & the Cold War 1940-1991, In this unit students will understand the relationship between the two Superpowers and the Cold War period.	<i>Weimar and Nazi Germany, 1918-39.</i> In this unit we will look at The Weimar Republic, Hitler's rise to power, Nazi control and dictatorship and life in Nazi Germany.



Useful website links:

[Seneca Learning - Medicine in Britain](#)

[Seneca Learning - Henry VIII and his ministers](#)

[Seneca Learning - Weimar and Nazi Germany](#)



Learning opportunities outside the classroom:

We have previously visited the Imperial War Museum and Hampton Court palace.



Example assessment question & answer:

Study Source A below and then answer Question 1.

Source A: A Nazi poster published in 1937. The poster was published with the caption 'The Nazi Party protects the national community'



1. Give two things you can infer from Source A about family life in Nazi Germany

Indicative answer:

The mother was of great importance to the family in Nazi Germany. The mother is shown in the very centre of the poster, feeding the baby.

The Nazis encouraged married couples to have large families. There are four children in this family.

Members of the family had specific roles. The girl is holding a baby doll.



Further learning opportunities:

You will learn to structure developed written answers in response to sources and questions. Your literacy and analysis skills will improve. We will discuss how our everyday world has been affected by the past as the topics we cover highlight these changes.

Hospitality and Catering



Vocational level 1 / 2 Award in Hospitality and Catering . The theory part of the course covers nutrition, food safety, job roles in catering and different types of catering businesses. The practical part of the course covers food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication. Students will learn how to plan, prepare and cook a menu independently and safely demonstrating a wide range of skills.



Course structure:

WJEC Level 1/2 Vocational Award in Hospitality and Catering

Graded :Level 1 pass (D – G) level 2 pass (C) Level 2 Merit (B) level 2 Distinction (A)

Both modules have to be passed to achieve the qualification

Students will learn how to plan, prepare and cook a menu independently and safely demonstrating a wide range of skills. The course has an external assessment in the form of a written exam which is 40% of the final grade and a controlled practical assignment which is 60% of the final grade.



Useful website links:

[Exam Board Specification](#)



Learning opportunities outside the classroom:

Practising cooking recipes at home, eating out at cafes and restaurants. Watching MasterChef, Great British bake off and any of the cookery shows on television, you tube and Netflix.



Example assessment question & answer:

Question: Describe the dress code required for a Head Chef?

Answer: Clean, ironed chef's jacket, apron and trousers. Black non-slip shoes and a chef's hat.



Further learning opportunities:

Level 1, 2 and 3 professional cookery courses and Level 1 and level 2 Introduction to Hospitality, Catering & Travel & Tourism. Hospitality and Catering apprenticeships

MFL - Spanish



Hola! Spanish GCSE is an exciting way to learn more about the Spanish speaking world; the culture, history and society as well as developing your language and written skills so that you can communicate with Spanish speakers around the world! At Malden Oaks, we study the AQA Spanish GCSE course and you can see below the specific topics that are included. Learning a language helps you learn more about the world around you and gives you transferable skills that you'll develop whilst completing reading comprehensions and listening exercises. The assessment will look at how much progress you've made with your reading, writing and speaking in Spanish as well as how well you can understand Spanish being spoken. Learning a language is great fun and the only class you're encouraged to talk through! If you want to find out what La Tomatina is and debate the pros and cons of bullfighting, this is the subject for you!



Course structure:

Topics & Themes Covered:

1. Identity & Culture: Family, friends, hobbies, technology and customs & festivals in the Spanish speaking world
2. Local, National & International areas of interest: Home, town, healthy living, the environment, travel & tourism
3. Current & Future Study and Employment: School, life at college, jobs/careers and ambitions

Paper 1: Listening	+	Paper 2: Speaking
What's assessed Understanding and responding to different types of spoken language		What's assessed Communicating and interacting effectively in speech for a variety of purposes
How it's assessed <ul style="list-style-type: none">• Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)• 40 marks (Foundation Tier), 50 marks (Higher Tier)• 25% of GCSE (Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)		How it's assessed <ul style="list-style-type: none">• Non-exam assessment• 7–9 minutes (Foundation Tier) + preparation time• 10–12 minutes (Higher Tier) + preparation time• 60 marks (for each of Foundation Tier and Higher Tier)• 25% of GCSE
Questions Foundation Tier and Higher Tier <ul style="list-style-type: none">• Section A – questions in English, to be answered in English or non-verbally• Section B – questions in Spanish, to be answered in Spanish or non-verbally		Questions Foundation Tier and Higher Tier <p>The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:</p> <ul style="list-style-type: none">• Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)• Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)• General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3: Reading	+	Paper 4: Writing
What's assessed Understanding and responding to different types of written language		What's assessed Communicating effectively in writing for a variety of purposes
How it's assessed <ul style="list-style-type: none"> Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) 60 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE 		How it's assessed <ul style="list-style-type: none"> Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) 50 marks at Foundation Tier and 60 marks at Higher Tier 25% of GCSE
Questions Foundation Tier and Higher Tier <ul style="list-style-type: none"> Section A – questions in English, to be answered in English or non-verbally Section B – questions in Spanish, to be answered in Spanish or non-verbally Section C – translation from Spanish into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier) 		Questions Foundation Tier <ul style="list-style-type: none"> Question 1 – message (student produces four sentences in response to a photo) – 8 marks Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks Question 3 – translation from English into Spanish (minimum 35 words) – 10 marks Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks Higher Tier <ul style="list-style-type: none"> Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks Question 3 – translation from English into Spanish (minimum 50 words) – 12 marks



Useful website links:

[BBC Bitesize](#)

[Espanol Extra](#)

[Memrise](#)

[Language Resources](#)

[Duolingo](#)



Learning opportunities outside the classroom:

We visit Spanish restaurants and see Spanish shows when they're available.



Example assessment question & answer:

Foundation Tier

Question one

0 1 Decides colgar esta foto en 'Facebook' para una amiga española.



Escribe cuatro frases en español que describan la foto.

[8 marks]

Foundation student one

Response

- 01.1 En la foto hay siete personas.
01.2 Hay un picnic con un téa y un café.
01.3 Hay un campo.
01.4 Hay cuatro padres.

Commentary

Question part	Comments
01.1	Message is clearly communicated - 2 marks
01.2	The word picnic may not be the commonest way of expressing the concept in Spanish, but the word does exist. However, <i>un téa</i> cannot be understood, so the message is only partially communicated - 1 mark
01.3	The student may have intended to say 'There is a campsite' rather than 'There is a field', but, as it stands, a message is clearly communicated - 2 marks
01.4	Message is clearly communicated - 2 marks

Total: 7 marks



Further learning opportunities:

If Spanish captures your heart, you can go on to further study it at A-Level and then even university. You can use your study of languages to become a translator, work within Travel and Tourism or even work abroad!

Physical Education



At Malden Oaks the philosophy which underpins PE is simple: Fitter, healthier students make better learners. We therefore aim to provide a high-quality physical education curriculum which tries to inspire all students to succeed in competitive sport and other physically demanding activities. We provide opportunities for students to become physically confident in a way which supports their health and fitness and offer multiple opportunities to participate in sport and other activities which help develop character and embed values such as fairness and respect.

To achieve GCSE PE, students need to be able to participate fully in all practical activities and come prepared with appropriate clothing and footwear. As the majority of practical sessions take place off site, they will also need to follow safety procedures on the minibus and at any off-site venues.



Course structure:

OCR Specification GCSE (9-1)

Component 1	Component 2	Component 3	Component 4
Physical factors affecting performance	Socio-cultural issues and sports psychology	Practical Performance	Analysis and Evaluation of Performance
1 hour written exam	1 hour written exam	Ongoing PE lessons	Written task under timed conditions
30%	30%	30%	10%
In this component students will study:	In this component students will study:	The practical lessons will be organised into half-term blocks. In each half-term students will participate in one sport and will be assessed on their performance. The choice of sports will depend on the time of year and availability but may include: football, boxing, water-sports (kayaking, canoeing, rowing) skiing, golf, tennis, table tennis or any other locally available sport.	Students assess their ability to analyse and evaluate their performance in one of three chosen practical activities.
1.1 Applied anatomy and physiology 1.2 Physical training	2.1 Socio-cultural issues 2.2 Sports psychology 2.3 Health, fitness and well-being		



Useful website links:

[Exam Board Specification](#)
[Association for Physical Education](#)
[Teach PE](#)
[BBC Bitesize](#)
[SAM Learning](#)
[S-Cool](#)



Learning opportunities outside the classroom:

As the majority of practical learning takes place off-site, students will travel weekly to various activity destinations to be coached by professional instructions. This will form the basis of up to 40% of the course.



Example assessment question & answer:

Figure 1 shows a basketball player jumping to shoot at the basket.



(a) Explain the **main** muscle fibre type that is used to jump high when taking the basketball shot. (3)

Fibre characteristic answer:

- The main muscle fibre type that is used in Figure 1 is the Fast-twitch muscle fibre type IIx (1)
- This is required to provide the required **force/power** for the movement/because the action is explosive/powerful/quick/a high intensity movement (1)
- This fibre type can contract the most powerfully/**contracts** quickly/**contracts** forcibly/**contracts** the quickest of the muscle fibre types. (1)



Further learning opportunities:

Students will develop a multitude of skills, including numeracy, communication and an understanding of practical performances in order to support their progression. They will also receive a well-rounded and full introduction to the world of PE, sport and sport science, through the combination of physical performance and academic challenges.

Physics



The **AQA Physics GCSE** is a linear course which means all the marks are gained in exams at the end of the year. There are two 1 hour 45 minute exams, Paper 1 and Paper 2. Students are tested on seven different topics and there is a lot of content to learn and understand. Students are also required to take part in ten different practicals throughout the course and the skills learnt in these practicals are also assessed in the GCSE exam.



Course structure:

Paper 1 What's assessed	Paper 2 What's assessed
Topics 1-4: 1. Energy 2. Electricity 3. Particle Model of Matter 4. Atomic Structure	Topics 5-7: 5. Forces 6. Waves 7. Magnetism and Electromagnetism 8. Space Physics
How is it assessed: Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks 50 % of GCSE	How is it assessed: Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks 50 % of GCSE
Question Types: Multiple choice, structured, closed short answer and open response.	Question Types: Multiple choice, structured, closed short answer and open response.



Useful website links:

[Seneca Learning](#)

[BBC Bitesize](#)

Learning opportunities outside the classroom:



Foundation or Higher CGP revision guides are available.



Example assessment question & answer:

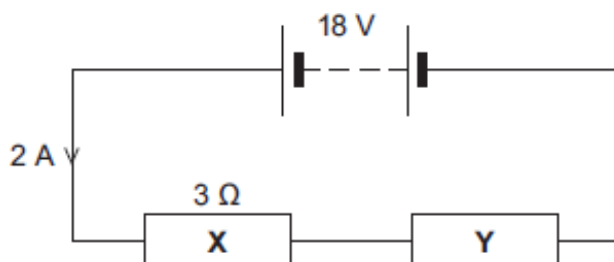
The current in a circuit depends on the potential difference (p.d.) provided by the cells and the total resistance of the circuit.

(a) **Figure 1** shows a circuit containing an 18 V battery.

Two resistors, **X** and **Y**, are connected in series.

- **X** has a resistance of $3\ \Omega$.
- There is a current of 2 A in **X**.

Figure 1



- (i) Calculate the p.d. across **X**.

P.d. across **X** = _____ V

(2)

- (ii) Calculate the p.d. across **Y**.

P.d. across **Y** = _____ V

(2)

- (iii) Calculate the total resistance of **X** and **Y**.

Total resistance of **X** and **Y** = _____ Ω

(2)

Mark scheme

- (1) (i) 6 (V)
- allow 1 mark for correct substitution, ie*
 $V = 3 \times 2$ scores 1 mark
provided no subsequent step

- (ii) 12 (V)
- ecf from part (b)(i)*
18 – 6
or
18 – their part (b)(i) scores 1 mark

- (iii) 9 (Ω)
- ecf from part (b)(ii) correctly calculated*
3 + their part (b)(ii) / 2
or
18 / 2 scores 1 mark
provided no subsequent step



Further learning opportunities:

Depending on what grade you have achieved at GCSE you can go on to a Level 2 BTEC Diploma, a level 3 BTEC Diploma, a level 3 BTEC Extended Diploma (e.g. In Applied Science, Forensic Science, Engineering). This will help you if you want to go into careers such as plumbing, electrician, sports science, beauty therapist.

If your grades are high enough (grade 6 or above) you can go onto study A level Chemistry. This will help you to pursue careers in Medicine, Midwifery, Nursing, Physiotherapy, Chemistry, Physics, Biology and many more.

Religious Studies



Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas and research skills. All these skills will help prepare them for further study.



Course structure:

AQA Religious Studies A (8062)

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

What's assessed

Beliefs, teachings and practices of **two** from:

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

Christianity and Catholic Christianity is a prohibited combination.

How it's assessed

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

Questions

Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks.

Each religion is marked out of 48.

Component 2: Thematic studies

What's assessed

Either four religious, philosophical and ethical studies themes **or** two religious, philosophical and ethical studies themes and two textual studies themes.

Religious, philosophical and ethical studies themes:

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme C: The existence of God and revelation.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice.

Textual studies themes:

- Theme G: St Mark's Gospel – the life of Jesus.
- Theme H: St Mark's Gospel as a source of religious, moral and spiritual truths.

How it's assessed

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

Questions

Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.

Each theme is marked out of 24.



Useful website links:

[Exam Board Website](#)

[BBC Bitesize](#)



Example assessment question & answer:

Explain two religious beliefs about miracles. Refer to sacred writings or another source of religious belief and teaching in your answer. [5 marks]

Students may include some of the following points, but all other relevant points must be credited: Miracles are seen by some as the work of God or gods or spiritual powers rather than natural events. In this case they are caused by God, and have no natural explanation. Examples include raising from the dead. Some religious believers do not believe that God interferes with life, so they do not accept that this type of miracle happens. They believe that God would not interfere to help some people rather than others because that would show that God was unfair. Miracles may also be seen as signs, events in which the presence of the divine is clear although the divine is actually present in every event. Such miracles may be natural events like rainbows or the birth of a child, or a coincidence that happens at exactly the right moment to save a life.

Sociology



GCSE Sociology aims to broaden students' minds, helping them to see their world from different perspectives and in new and thought-provoking ways. You will study crime, who commits it and why. You will look at poverty and wealth in society and how this affects our lives. We will study how our families work in society and the role education plays in our lives. Sociology is exciting, interesting and relevant to students' lives.



Course structure:

The **AQA GCSE Full Course** (two unit) specification is fully examined, with no coursework.

Unit 1: The sociology of families and education	Unit 2: The Sociology of crime and deviance and social stratification
<p>How it's assessed</p> <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 100 marks• 50% of GCSE <ul style="list-style-type: none">• They will learn how to define 'family' and to explain the presence of diverse forms of the family in Britain today: eg married/non-married, couple/lone parent, heterosexual/gay, extended/nuclear and reconstituted.• Students will cover education as a political issue and be able to explain both why education reforms have been made and criticisms of those reforms.	<p>How it's assessed</p> <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 100 marks• 50% of GCSE <ul style="list-style-type: none">• Students will learn about the concepts of crime and deviance and how individuals are encouraged to conform to social rules both formal and informal. Students will be able to understand the nature and significance of social problems such as racism and teenage crime.• Social stratification studies the role of citizens in the political process in Britain and the different sociological explanations of poverty. We will study ideas such as, the cycle of poverty, the culture of poverty, structural explanations, welfare dependency, long-term unemployment and exclusion in society.



Useful website links:

[Seneca Learning](#)

[Crash Course Sociology](#)



Learning opportunities outside the classroom:

A trip to the Museum of London helps us to see the development of the society in the city we live in today.



Example assessment question & answer:

Identify and explain one advantage of using unstructured interviews to investigate relationships between family members. [4 marks]

Indicative content

- Unstructured interviews allow the researcher the flexibility to investigate a line of enquiry into family relationships that may not have been anticipated.
- Qualitative (in-depth data) on family relationships can be gathered.
- Unstructured interviews avoid some of the problems with alternative methods of investigating family relationships eg a low response rate to questionnaires.

Validity is increased as unstructured interviews allow rapport to build giving more information on family relationships.



Further learning opportunities:

Students are encouraged to question evidence and issues and develop their critical and evaluation skills through discussion and debate. We will discuss the society we live in today and your experience and opinions about it will be vital to our learning.



Sports Leadership Award



Young people undertaking a qualification in Sports Leadership will learn and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities to younger people, their peers, older generations and within the community.



Course structure:

The courses involve both guided & peer-to-peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities to other people.

The Sports Leadership Award can be achieved at Level 1, 2 & 3 to ensure that your learners have a structured leadership pathway that helps them develop along the way. The Level 2 Qualification in Community Sports Leadership (CSL2) is recognised in personal statements and the Level 3 Qualification in Sports Leadership (SL3) even carries UCAS points!

Students will complete the following units to secure the qualification:

Unit 1 – Building leadership skills

Unit 2 – Plan, lead and evaluate sport/physical activity sessions

Unit 3 – Assist in planning and leading a sports/physical activity event

Unit 4 – Lead sport/physical activity sessions in your community



Useful website links:

<https://www.sportsleaders.org/qualifications-programmes/sports-leadership>



Further learning opportunities:

Students may progress onto a vocational level three of four qualification. Students may also pursue a career or apprenticeship in the growing sports or leisure industry or higher education to become a PE teacher.



Assessment:

SLQ Sports Leaders have provided an easy to use Learner Evidence Record (LER) for this qualification. The LER is mandatory and uses the following assessments:

- Practical observation – with additional guidance of how to use videos and conferencing apps to support assessment decisions
 - Assessment of written tasks (task worksheets provided in the LER)
 - Plans and evaluations completed during the course



Learning opportunities outside the classroom:

The aim of these qualifications is to develop the self confidence and skills in individuals as Sports Leaders to deliver safe and inclusive sport/physical activity sessions. They will guide students to recognise the skills that are being developed and guide them to implement them effectively in an ever changing environment.

Textiles



Art textiles GCSE is designed to help you gain the knowledge and understanding of art, craft and textile design. You will learn how to sew and make products and garments using a variety of stitches, applique, embroidery, printing onto fabrics, weaving, collage, patchwork, batik and other textile processes. You will learn how to design and test out different ideas following a brief. Students studying the course previously have designed and made wall hangings, cushions, scarves, kimonos, skirts, cat beds, a house made out of textiles, a textile aquarium and decorated hats. Students have the opportunity to attend a variety of trips to art galleries and museums to provide inspiration and ideas.



Course structure:

OCR Art and Design GCSE J174 Textile Design

The GCSE has two controlled assessments which are both internally assessed and moderated:

Component 1:	Component 2:
60% of the marks	40% of the marks
Learners should produce a portfolio of practical work and research tasks showing their personal response to a centre or learner set brief, scenario or stimulus. This is completed in lesson time.	Learners have a choice of five externally set themes to choose one from. The exam is a ten-hour exam with lesson time prior to the exam for planning and preparation.



Useful website links:

[Exam Board Specification](#)



Learning opportunities outside the classroom:

Visiting art galleries and museums and researching textile ideas on Pinterest and fashion design websites.



Example assessment question:

In **Textile Design**, mirrors and reflections have featured in designs for both interior and fashion industries. Examples of this can be found in the work of Yayoi Kusama, Yuka Mannami and the tapestries of Grayson Perry. Produce a piece of textile art and document your ideas, planning and testing out in a portfolio.



Further learning opportunities:

Art textiles is a suitable vocational course which could lead to studying at art college and could lead towards a career in fashion, interior design, soft furnishings, surface textiles and fashion retail.

Young Enterprise



Team Programme is an enterprise journey designed to aid young people's transition from education into independent living and employment, the programme develops confidence and life skills through working as a team to set up and run an enterprise.



Course structure:

Young Enterprise: TEAM PROGRAMME

15-19 years: Flexible timing up to one academic year

Students interact with adults and grow in confidence as they run their own student company. They make all the decisions about their company, from deciding on the name and product to selling to the public with pop up shops or through our dedicated online platform YE Trading Station.

Each student takes on a job role and works as part of a team to be responsible for an area of the business such as finance, sales or marketing. Students gain confidence in handling money and understanding numbers in a practical context. They have the opportunity to open a bank account, interact with business volunteers and customers at sales events and present to an audience.



Useful website links:

<https://www.young-enterprise.org.uk/programmes/team-programme/>

<https://www.young-enterprise.org.uk/wp-content/uploads/2022/10/Team-Programme-Resource-Guide-2022-23.pdf>



Further learning opportunities:

Over an academic year, students work in teams to set up and run a real company under the guidance of their lead educator and supported by a local Business Volunteer and Young Enterprise Representative. Each student takes on a job role within the team and is responsible for an area of the business such as Management, Finance, Production, Events, Marketing, Sales or Administration. Students have the opportunity to manage money, open a business bank account, interact with Business Volunteers and customers at sales events and present to an audience. The programme develops life skills and employability skills which are fundamental for young people making the transition from education to greater independence.



Assessment:

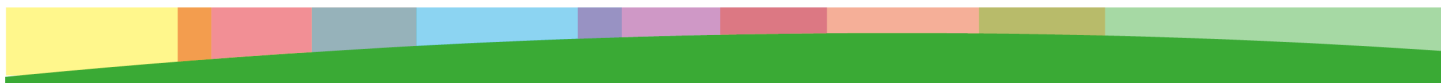
Successful completion of the programme. You may be invited by your Young Enterprise representative to attend a local celebration event with other Young Enterprise companies from your area.



Learning opportunities outside the classroom:

Students may have opportunities to attend local trade fairs and competitions. Speak to your Young Enterprise Representative to find out more. In addition, there are a range of national competitions that take place. These include:

- Best Logo
- Best Advertisement
- Best Presentation
- Outstanding Individual Achievement



Option Subjects - Choices Form

In KS4 all students follow a core curriculum including GCSEs in:

- Maths
- English Language
- Biology.

Alongside these exam subjects, students also follow courses in:

- PSHE
- Duke of Edinburgh Award.

Students then choose between two and four additional subjects which lead to GCSE or vocational qualifications. This year we have over 20 different subjects to choose from.

Please choose eight subjects from the list below, numbering each of your choices from 1-6 in the boxes provided. Your choices should be in preference order with '1' being your first choice, '2' being your second choice and so on.

Other subjects and courses maybe available according to individual interests.

Student Name: _____

Art & Design	<input type="checkbox"/>	Hairdressing & Beauty	<input type="checkbox"/>
Bicycle Maintenance	<input type="checkbox"/>	History	<input type="checkbox"/>
Business	<input type="checkbox"/>	Hospitality and Catering	<input type="checkbox"/>
Citizenship	<input type="checkbox"/>	MFL - Spanish	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	Physical Education	<input type="checkbox"/>
Child Development	<input type="checkbox"/>	Physics	<input type="checkbox"/>
Computer Science	<input type="checkbox"/>	Religious Studies	<input type="checkbox"/>
Construction	<input type="checkbox"/>	Sociology	<input type="checkbox"/>
Drama	<input type="checkbox"/>	Sports Leadership Award	<input type="checkbox"/>
Economics	<input type="checkbox"/>	Textiles	<input type="checkbox"/>
English Literature	<input type="checkbox"/>	Young Enterprise	<input type="checkbox"/>
Geography	<input type="checkbox"/>	Core Support (additional Maths and English lessons.	<input type="checkbox"/>



