

# GCSE Options 2021



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Education is the passport to the future, for tomorrow belongs to those who prepare for it today. ”

Malcolm X



## Welcome

Welcome to the year 9 options brochure. We are very proud of our students at Retford Oaks and an important factor in their success is ensuring they choose courses best suited to them. This is an important and exciting time for students as they look towards their level two courses, consider their aspirations and start to plan their future. We hope this booklet will be informative and help students to think about the choices that will shape their future pathways.

We continuously review Retford Oaks' curriculum to keep up-to-date with current government, university and workplace requirements, as well as providing for the wide range of interests and abilities of our students to ensure they are well placed to succeed in the future.

We have an exciting range of qualifications on offer, in addition to those that are compulsory. The details of each qualification are outlined in the following pages and are also on our website:

[www.retfordoaks-ac.org.uk/curriculum/courses](http://www.retfordoaks-ac.org.uk/curriculum/courses)

Read this booklet and focus on courses you enjoy and excel in

Speak to your teachers about specific subjects

Do your research into careers and what you need to go into them

Talk to your parents, carers, family and friends about what you would like to do

For further information or clarification please contact:

**Mr G Olley – [golley@retfordoaks-ac.org.uk](mailto:golley@retfordoaks-ac.org.uk)**

Final student numbers will determine whether the qualifications offered in this booklet will be available.



## The options process

During years 10 and 11, students complete courses that lead to approximately 10 GCSEs.

### Compulsory subjects for GCSE study are:

- English language
- English literature
- Mathematics
- Science (combined science worth two GCSEs is compulsory, with the option of triple science worth three GCSEs)
- Religious studies

### It is expected that most students will also complete a modern foreign language (selected in year 7):

- French
- German
- Spanish

### All students are required to choose one of the humanities:

- Geography
- History

### This then leaves two further options, to be picked from the following:

- Art
- Business studies
- Child development
- Computer science
- Construction
- Creative iMedia
- Dance
- Design and technology
- Drama
- Engineering design
- Hair and beauty
- Health and social care
- Hospitality and catering (food)
- Music
- PE (BTEC)
- PE (GCSE)
- Photography
- Psychology
- Sociology
- Triple science

## Frequently asked questions

### What's the best way to choose my subjects?

- Choose subjects you enjoy and are good at.
- If you have a particular career in mind, find out if any subjects are a requirement.
- Research subjects that you have not studied before and find out exactly what is involved by talking to the subject teacher.
- Check the exam and coursework breakdown for each subject. If you like doing coursework, consider more coursework intensive courses.
- Don't choose a subject based on what your friends are doing – they might be in a different class.
- Don't choose a subject because you enjoy being taught by your year 9 teacher – he or she might not be your teacher next year.
- Talk to your teachers, learning leader or family for further advice.

### How do we personalise or amend key stage 4 options at Retford Oaks?

All students' options at key stage 4 are individual and personalised, and each student will be placed on the most suitable and beneficial pathway to help them reach their potential. Students' progress is monitored and assessed at regular intervals throughout key stage 4. Their options are regularly reviewed in light of up-to-date predicted grades to ensure their choices continue to provide the most appropriate pathway.

### What does the GCSE assessment process involve?

Most GCSEs are examined via a number of final exams in the summer of year 11. However, a few remain a combination of coursework and final examinations, the proportion of which varies between subjects. The number of GCSEs taken by individual students varies.

### What are examinations like?

The examinations are set to reward positive achievement. They allow candidates to show what they know, understand and can do.

### What is coursework?

Coursework includes any work that is carried out and assessed whilst the course is in progress. It is a method of assessing practical work and can count for up to 60% of the overall mark in some subjects.

Coursework gives students the opportunity to use skills and techniques they would be unable to demonstrate in an examination. It is undertaken within controlled conditions in the academy.

### What demands does coursework place upon students?

The amount of coursework and its contribution to the final grade varies between subjects. When making choices, students should carefully consider where their strengths lie.

Coursework can take a lot of pressure off the final exam, but it often involves working both at home and at school for an extended period. This means that time must be carefully planned and managed. It can be stressful if it isn't managed correctly or left until the last minute.

A coursework calendar is produced to reduce the overlap in coursework from different subjects and help students to plan their time.

### How are targets set?

Students are given target grades during year 10 based on attainment in key stage 2 and key stage 3 assessments. The targets are chosen to be challenging, but also to add value to attainment made in key stages 2 and 3. We also look at predictions from Cognitive Ability Tests (CAT) taken in year 7. Target grades are then adjusted to reflect a student's 'real' ability and provide an appropriate level of challenge. Throughout key stage 4, students are regularly assessed across all subjects to ensure that progress continues to be made or that appropriate actions are taken.

### Are there any career websites I can visit for further information?

While some students have a clear idea of the career path they would like to follow, others do not. The following websites include information about different careers and some quizzes to help students identify areas of work they may not have previously thought about.

National Careers Service:  
[www.direct.gov.uk/NationalCareersService](http://www.direct.gov.uk/NationalCareersService)

Icould:  
[www.icould.com](http://www.icould.com)

Apprenticeships:  
[www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)

## English Baccalaureate (EBacc)

The English Baccalaureate is a performance measure for schools and colleges. It is not a qualification itself but recognises where pupils have studied across a core of academic subjects.

### Which subjects are in the English Baccalaureate?

The EBacc is made up of English, mathematics, a humanity, the sciences (including computer science) and a language.

These subjects ensure that students have the opportunity to study a broad range of subjects, so that doors are not closed off to them in terms of future progression. For example, for students hoping to go to university, The Russell Group\* recognises 'facilitating subjects' at A Level. These are the subjects most likely to be required for entry to degree courses and ones that will keep the most options open. The subjects they identify are those included in the English Baccalaureate.

The EBacc is intended to give students greater opportunity to study beyond the vital core of English, mathematics and the sciences. However, this does not mean that students are restricted to this academic core – it is deliberately small to allow the opportunity for additional study.

*\*The Russell Group represents 24 leading UK universities including Oxford, Cambridge, Durham, Cardiff, Sheffield, Leeds and Manchester.*



## Careers Education, Information, Advice and Guidance (CEIAG)

Students at Retford Oaks have a planned programme of CEIAG, in accordance with the Department for Education careers guidance and inspiration in schools. The programme ensures all students have opportunities to recognise their own strengths and values and take responsibility for developing employability skills.

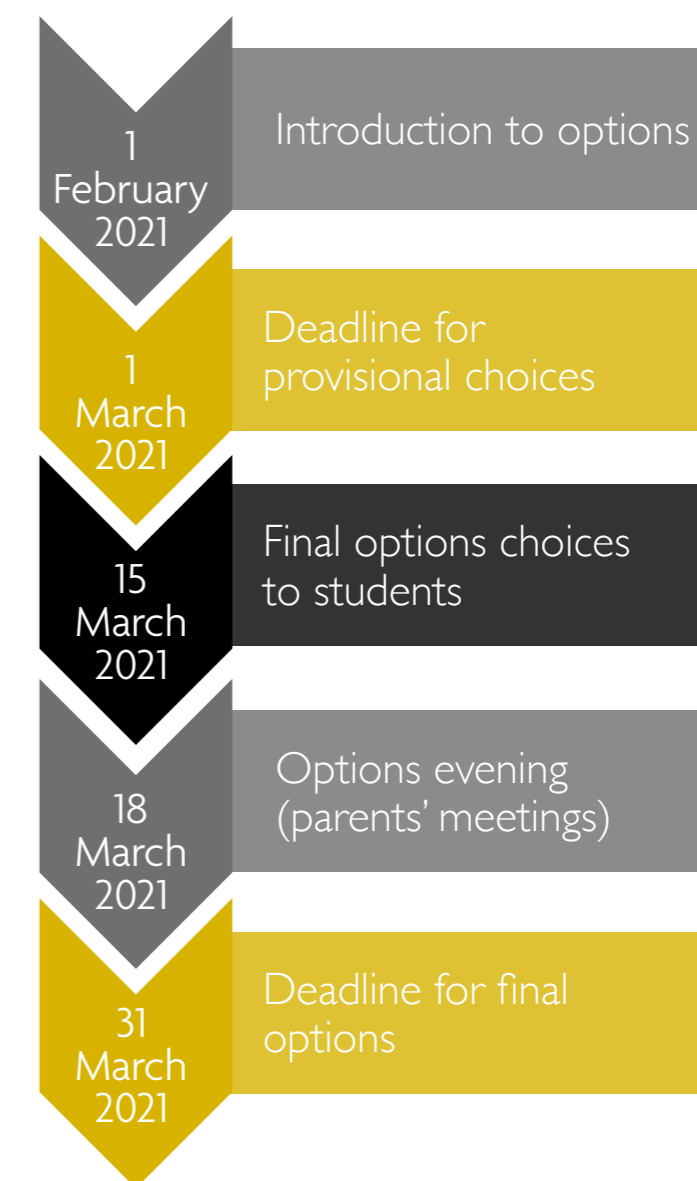
Careers advice is available from our impartial careers adviser Maggi Pugh (based at the academy), who can be contacted by email: [mpugh@retfordoaks-ac.org.uk](mailto:mpugh@retfordoaks-ac.org.uk). Maggi is available to help students with information and advice on decision-making, subject choices, career ideas and pathways.

The academy has purchased a useful career software programme, the Job Explorer Database (JED). Students can access further careers information, explore hundreds of jobs with text and video, or complete personalised career quizzes. This is available to use both within the academy and at home.

The password is: **6bvtyhgn**

Students can self-refer directly to Maggi for support or go via their tutor to arrange an appointment.

## Timeline and deadlines



# Core subjects

- 15 English language
- 16 English literature
- 17 Mathematics
- 18 Religious studies
- 19 Science (combined)

## ENGLISH LANGUAGE

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Miss Jackson – <a href="mailto:ajackson@retfordoaks-ac.org.uk">ajackson@retfordoaks-ac.org.uk</a>
COURSE CODE	8700

GCSE English language allows students to prepare for life after school, enabling them to write for all kinds of audiences and to be able to read many different types of texts. The course runs alongside English literature, so that students can concentrate on a different element each half term. The course introduces students to different genres and exposes them to the world and all its possibilities.

### What will be studied?

#### Paper 1: explorations and creative reading and writing

Section A: reading – students read an extract of text from either the 20th or 21st century and consider how established writers use narrative and descriptive techniques to capture the interest of the reader. Students are asked to answer four questions on the text.

Section B: writing – students write their own creative text inspired by the topic in section A. They must demonstrate their narrative and descriptive skills. They are given a prompt, such as a scenario or an image.

#### Paper 2: writers' viewpoints and perspectives

Section A: reading – students read two linked sources from different time periods and genres to consider how each presents a perspective or a viewpoint to influence the reader.

Section B: writing – students write their own creative text inspired by the topic in section A. They must demonstrate their narrative and descriptive skills. They are given a prompt, such as a scenario or an image.

Students are assessed on their spoken language - it no longer forms part of the final grade but it is compulsory and must be completed to pass the course. Students are tested on their presenting skills, responding to questions and feedback and their use of standard English.

### Course benefits

Most employers will ask for this qualification.

- You will demonstrate skills in speaking, listening, reading and writing that are necessary to communicate with others confidently, effectively and precisely.
- You will be able to use language to express yourself creatively and imaginatively.
- It will help you to become a critical reader of fiction and non-fiction prose, poetry and drama.

### Assessment structure

This qualification is assessed by examination. There are two papers, each exam is 1 hour, 45 minutes long.

### Career opportunities

English GCSEs are relevant to all future careers, as all jobs need clear reading and writing skills.

- Journalism
- Writer (author, playwright, poet etc.)
- Teaching (in the UK or abroad)
- Public relations
- Law
- Advertising



# ENGLISH LITERATURE

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Miss Jackson – <a href="mailto:ajackson@retfordoaks-ac.org.uk">ajackson@retfordoaks-ac.org.uk</a>
COURSE CODE	8702

GCSE English literature allows students to read, study and write about texts in a detailed way. The course runs alongside English language, introducing students to different genres and exposing them to the world in the past, present and future. Students will develop their reading skills whilst studying set texts. They will explore plot and work on literal comprehension and inference skills. They will become critical readers, focusing on theme and be able to support different points of view. They will focus on language use and be able to compare and evaluate different texts.

## What will be studied?

### Paper 1: Shakespeare and the 19th century novel

Section A: Shakespeare – students will answer a question on the text they have studied. They will write in detail about an extract from the play and the play as a whole.

Section B: the 19th century novel – students will write about an extract from the novel they have studied and then about the novel as a whole.

### Paper 2: modern texts and poetry

Section A: modern text – students have to answer one question from a text they have studied.

Section B: poetry – students will answer a comparative question on a named poem and one other from the anthology cluster. Poems are clustered thematically – we will look at either ‘love and relationships’ or ‘power and conflict’. Poems are written between 1789 and the present day.

Section C: unseen poetry – students will be given two unseen poems. They will analyse and answer a question on the first unseen poem and then compare the second poem to the first. Students will analyse and compare key features such as the content, theme, structure, and use of language.

## Course benefits

Reading and learning about poems, plays, stories and novels helps people to sympathise with others and see how complex humans truly are. It broadens intellectual horizons and stimulates a more active imagination. Literature explores different human beliefs, ideas and societies. This allows people to learn about where they came from and how past events shape different cultures.

## Assessment structure

This qualification is assessed through two examinations. The first examination is 1 hour, 45 minutes long and the second is 2 hours, 15 minutes.

## Career opportunities

English GCSEs are relevant to all future careers, as all jobs need clear reading and writing skills.

- Journalism
- Writer (author, playwright, poet etc.)
- Teaching (in the UK or abroad)
- Public relations
- Law
- Advertising

# MATHEMATICS

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Mr White – <a href="mailto:iwhite@retfordoaks-ac.org.uk">iwhite@retfordoaks-ac.org.uk</a>
COURSE CODE	8300

GCSE maths lessons build on the mathematical ideas and learning skills acquired in earlier years, whilst new topics of a more advanced level are introduced.

## What will be studied?

GCSE maths covers five key areas:

- number
- algebra
- geometry and measures
- statistics and probability
- ratio and proportion

The course gives students the opportunity to develop the ability to:

- acquire and use problem-solving strategies
- select and apply mathematical techniques and methods in everyday and real-world situations
- reason mathematically, make deductions and inferences and draw conclusions
- interpret and communicate mathematical information in a variety of forms appropriate to the information and context

## Course benefits

Maths is important in life because it is used to perform many different daily tasks, such as telling time, counting change and to make strategic decisions in one’s work life. Similarly, nearly every profession uses some form of maths.

## Assessment structure

This is a linear course, which means that all of the examinations are taken at the end of the course and any part of the specification can be tested on any paper. The specification is designed to be holistic with a clear structure, and to encourage and motivate students. The final examination is taken at either a higher or foundation tier, the grades available for the two tiers are 4-9 and 1-5 respectively.

The examination requires students to develop their mathematical knowledge in these areas and use their knowledge and understanding to make connections between mathematical concepts. The examination will also require the students to apply the functional elements of mathematics in everyday and real-life situations.

## Career opportunities

- Engineering
- Accountancy
- Teaching
- Science
- Computer programming

# RELIGIOUS STUDIES

EXAM BOARD	Eduqas
QUALIFICATION TYPE	GCSE
CONTACT	Mr James – mjames@retfordoaks-ac.org.uk
COURSE CODE	C120QS

Religious studies encourages students to reflect on current ethical issues and philosophical questions such as:

- What happens when we die?
- Why are we here?
- Are miracles real?

## What will be studied?

### Component 1: religion, philosophy and ethical studies in the modern world (50%)

Theme 1: issues of relationships – family relationships, sexual relationships, marriage, changes in relationships, and issues of equality.

Theme 2: issues of life and death – the world (including religious and scientific beliefs), the value of life (humans/animals), beliefs about death and the afterlife, issues of sanctity and quality of life, medical ethics (abortion/euthanasia).

Theme 3: issues of good and evil – good (morality, conscience), evil (natural, moral evil), suffering (causes and type of suffering, work of a charity to alleviate suffering), crime and punishment (aims of punishment, death penalty, work of prison chaplains), forgiveness.

Theme 4: issues of human rights – human rights, racial prejudice and discrimination, issues of wealth and poverty, issues of social justice (issues about freedom of beliefs, censorship, extremism, freedom of speech), religion in 21st century Britain (role of Christianity, diversity of beliefs in the UK, inter-faith dialogue).

### Component 2: study of Christianity (25%)

Beliefs and teachings – nature of God, creation, Jesus Christ, salvation, the afterlife. Practices – forms of worship, sacraments, pilgrimage, the church in the local community, the worldwide church.

### Component 3: study of a world faith – Judaism (25%)

Beliefs and teachings – the nature of God, Messiah, Covenant, Life on Earth and the afterlife. Practices – worship practices in Britain, the Synagogue, rituals, daily life and festivals in Britain.

## Course benefits

Religious studies gives you a greater understanding of other perceptions of life. It focuses on current key issues in the world and gives you an opportunity to be reflective about the choices you make in your life and those of others. The exam technique develops analytical skills, which will help in many other GCSE subjects.

## Career opportunities

Religious education provides a platform and skills base for a number of career pathways. The key components of discussions and development of reasoning are valued by many careers including:

- Teaching
- Social work
- Law
- Journalism
- Psychotherapy and counselling

# SCIENCE (COMBINED)

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Miss Brown – ebrown@retfordoaks-ac.org.uk
COURSE CODE	8464

The GCSE combined science trilogy offers students a broad, coherent course of study that covers areas of biology, chemistry and physics.

In science the emphasis is on understanding concepts through experimental work. The new GCSE specification also requires students to demonstrate their practical competencies. A wide variety of teaching styles are used to develop ideas, including role play, class presentations, data-logging, debating, model making, carrying out your own experiments and the use of ICT.

Taking the combined science GCSE will set students up well for later life. Employers are crying out for candidates with science-based skills. The types of skills that are gained through studying science will be helpful for all sorts of different careers.

## What will be studied?

The combined science curriculum covers a wide variety of scientific areas studied over three years.

Biology: you will study cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution and ecology.

Chemistry: you will study atomic structure, the periodic table, bonding, properties of matter, quantitative chemistry, chemical changes, energy changes, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.

Physics: you will study energy transfers, energy resources, electricity, waves, radiation, forces and motion, momentum, light, sound and electromagnetism.

## Course benefits

Students will learn about the development of scientific ideas and its power and limitations. They will also evaluate the benefits and drawbacks of scientific and technological advances. Students will develop experimental, investigative and problem-solving skills.

## Assessment structure

At the end of year 11, students will be assessed through two written papers in each of the three subjects. Each paper will be 1 hour, 15 minutes and contribute to 16.7% of their overall result. These papers will include multiple choice, short answers, longer written responses and calculations. Students will be provided with some of the formulae in the examinations, however they will also be expected to learn a number of them. The exam papers will also include questions on the core practicals that students will have completed, as well as general questions on working scientifically.

## Career opportunities

- Aerospace systems
- Astronomy
- Robotics
- Medicine
- Veterinary
- Pharmacologist
- Forensic science
- Software and games development
- Zoologist
- Engineer
- Motorsport
- Medical research

# Optional subjects

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## ART – FINE ART

EXAM BOARD	OCR
QUALIFICATION TYPE	GCSE
CONTACT	Mr Oprych – aoprych@retfordoaks-ac.org.uk
COURSE CODE	J171

This GCSE is designed to bring art and design to life and to help you develop your artistic skills and expand your creativity, imagination and independence. What's more, the possibilities for personal expression are endless. You will also be required to analyse artists and write about your interest around the subject matter to inform your work.

The course is good preparation for progression onto A Level in art and design, fine art or a suitable college or vocational course.

We want this to be an inspiring GCSE that will encourage you to consider a wide range of approaches to expressing yourself through different materials, media and techniques. It will help you gain knowledge and understanding of the art, craft, design, media and technologies of today and in the past, as well as in different societies and cultures. You will experience different work practices and look at relevant processes and equipment too.

### Why study fine art?

Students who decide to pursue art at key stage 4 will be provided with the unique opportunity to work in a wide variety of media and create a range of work in two or three dimensions. They will learn new techniques and have the freedom to select their own inspiration and creative journey.

In addition to lesson time where staff will guide them through the development of their skills and ideas, students will also be expected to work independently. They will be asked to focus their efforts on creating interesting and exciting personal responses, which have materialised from an observational starting point.

This is a fantastic choice for students wishing to pursue any career which requires creativity, confidence in expressing ideas and opinions, or problem-solving.

### What will be studied?

#### Portfolio – 60% (120 marks)

For this unit a candidate needs to produce a portfolio of work showing their personal response to either a starting point, brief, scenario, or stimulus devised and provided by the centre.

#### Set task – 40% (80 marks)

An early release paper will provide candidates with a range of written and visual starting points, briefs, scenarios and stimuli, from which students must formulate a personal response.

### Assessment structure

The early release paper for the set task is issued to candidates on or after 1 January. There is an unlimited preparatory period. This unit is internally assessed and externally moderated by OCR.

### Career opportunities

- Advertising
- Publishing
- Architecture
- Museum and gallery work
- Photography and film
- Animation
- Fashion
- Interior design
- Landscape gardening

# BUSINESS STUDIES

EXAM BOARD	Edexcel
QUALIFICATION TYPE	GCSE
CONTACT	Mrs Hobson – hhobson@retfordoaks-ac.org.uk
COURSE CODE	1BSO

In today's world, it is important to be one step ahead of the competition. The competition may be other businesses, it may be other people applying for the same job or it may be your future colleagues. In all circumstances, it is important to ensure you have developed an analytical viewpoint of the world to avoid getting left behind. Many business moguls have already walked this very path to success and in business studies, we aim to learn from their ideas.

## What will be studied?

### Theme 1: investigating a small business

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

### Theme 2: building a business

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

## Why study business studies?

If you like to actively engage in the study of business and want to develop as an effective and independent learner, if you have an enquiring, critical approach to distinguish facts from opinion, and if you like to build arguments and make informed judgements, then you should choose to study business studies. You will also learn to develop and apply your knowledge and understanding to a range of contemporary issues in national, local and international contexts.

## Assessment structure

This course will be assessed through two written examinations, worth 50% each.

## Career opportunities

- Starting your own business
- Management consultancy
- Chartered accountancy
- Marketing

# CHILD DEVELOPMENT

EXAM BOARD	OCR
QUALIFICATION TYPE	Cambridge Nationals Level 1/2
CONTACT	Mrs Gould – cgould@retfordoaks-ac.org.uk
COURSE CODE	J818

This course is for students who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for future qualifications in childcare, health and social care, psychology, sociology and biology.

## What will be studied?

All students will study three topics:

- Health and well-being for child development
- The equipment and nutritional needs of children from birth to five years
- The development of a child from birth to five years

## Why study child development?

Level 1/2 Cambridge Nationals in child development naturally progresses onto Level 3 courses in child development, also health and social care at A Level, and psychology and sociology at A Level. These are all excellent starting points for university courses and further education courses. Many students leave after their GCSE courses to start an apprenticeship in childcare.

## Assessment structure

There are two centre assessed units with practical task-based assessments. Each task is worth 25% of the final mark. There is a final examination covering topics such as responsibilities of parenthood, contraception and reproduction, antenatal health, delivery illnesses and child safety. This is worth 50% of the marks available.

## Career opportunities

There are many jobs available in the childcare industry, these include roles in schools, nurseries and day care centres, plus many others.



# COMPUTER SCIENCE

EXAM BOARD	OCR
QUALIFICATION TYPE	GCSE
CONTACT	Mrs Elliott – kelliott@retfordoaks-ac.org.uk
COURSE CODE	J277

The digital age needs computer scientists. Computer programs have all but infiltrated every aspect of our lives. Computer science is about theorising, designing and developing software for the programs we use day in, day out.

## What will be studied?

### Computer systems – written exam

Introduces students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

### Computational thinking, algorithms and programming – written exam

Students apply knowledge and understanding gained in component one. They develop skills and understanding in computational thinking – algorithms, programming techniques, producing robust programs, computational logic and translators.

### Practical programming

Students are given the opportunity to undertake a programming task(s) during their course of study, which allows them to develop their skills in designing, writing, testing and refining programs using a high-level programming language. Students will be assessed on these skills during the written examinations.

## Why study computer science?

Computer science will give you an understanding of how to program computers using the Python programming language, as well as equipping you with the knowledge of how computer technology works. You will also learn first-class problem-solving skills and troubleshooting skills. If you have a keen interest in how computers work, then computer science could be the ideal course for you.

## Assessment structure

Two exams worth 50% each.

## Career opportunities

Computer science students have excellent graduate prospects. The average salary for someone working in the computer science sector is £47,500. There is a plethora of opportunities available including:

- Web developer
- Games designer
- Software engineer
- Network analyst

# CONSTRUCTION

EXAM BOARD	WJEC
QUALIFICATION TYPE	WJEC Level 1/2 Award
CONTACT	Mr Tomkins – atomkins@retfordoaks-ac.org.uk
COURSE CODE	603/3068/5

This course has been designed to allow learners to develop the understanding and skills required for a range of job roles in construction. The units provide an overview of technical roles such as bricklayers, carpenters and electricians, as well as professional roles such as site inspectors, project managers and architects, and how they work together in construction projects.

## What will be studied?

The WJEC Level 1/2 Award in construction supports learners to develop an awareness of the construction industry. It is useful for students who want to learn about the construction industry from the build perspective. It provides learners with a broad introduction to the different trades involved in the sector and the types of career opportunities available. It is an ideal foundation for further study. Students may go on to start an apprenticeship or continue with their studies in order to pursue a range of job roles.

## Why study construction?

This course places a high expectation upon behaviour and safety. Learners are expected to display high levels of self-control and behaviour to ensure the safety of themselves and others. Constant reference is made to the workplace environment and learners are expected to adjust and meet our mature expectations.

## Assessment structure

Units are assessed through a controlled internal assessment or external assessment.

Unit 1: safety and security in construction  
(external assessment online)

Unit 2: practical construction skills (internal assessment)

Unit 3: planning construction projects

## Why is the construction industry a great place to work?

You get to build the stuff people depend on. How many professionals in other industries can point at the brand-new hospital in town and say, 'I helped build that'? Whether it's a road, a home, a sewage system or a school, the things you build matter to your community.

A strong construction industry equals a strong economy. Construction projects provide jobs, inject funds and new life into a community, and create the infrastructure critical to keeping the country moving forward.

You get to see immediate results from your work. At the end of every day, you can see the progress you and your team have made. Watching that progress turn into a completed project is one of the most rewarding parts of a construction job.

# CREATIVE IMEDIA

EXAM BOARD	OCR
QUALIFICATION TYPE	Cambridge Nationals Level 1/2
CONTACT	Mr Cooper – acooper@retfordoaks-ac.org.uk
COURSE CODE	J817

This vocationally related qualification takes an engaging, practical and inspiring approach to learning and assessment. It equips students with a range of skills and provides opportunities to develop transferable skills, such as research, planning, working with others and communicating creative concepts effectively. The hands-on approach has strong relevance to the way young people use the technology required in creative media.

## What will be studied?

There are several different units available to study during this qualification. Students studying creative iMedia will learn:

- how to create digital graphics
- how to create a multipage website
- how to design a game concept
- how to apply pre-production techniques



## Why study creative iMedia?

Having solid ICT and computer literacy skills is paramount to having a successful career in the future. If you like to learn in a hands-on fashion creating products through coursework, then you will enjoy studying creative iMedia. You will also learn many transferrable skills such as how to effectively plan and evaluate your work to ensure it is of a high standard.

## Assessment structure

One exam worth 25% (with two attempts at the exam) and three controlled assessment projects worth 75%

## Career opportunities

- Media planner
- Multimedia specialist
- Programme researcher
- Broadcasting/film/video
- Public relations officer
- Runner broadcasting/film/video
- Television/film/video producer

# DANCE

EXAM BOARD	Edexcel
QUALIFICATION TYPE	BTEC
CONTACT	Miss Puttergill – aputtergill@retfordoaks-ac.org.uk
COURSE CODE	6030406/6

Dance is a form of expression in which students are able to convey their emotions and their beliefs through creative exploration.

## What will be studied?

- Development of physical performance
- Expressive, technical and interpretive skills
- Choreographic skills and knowledge
- Appreciation and analytical skills

## Component 1: exploring the performing arts

This unit gives you a broad understanding of performance work and influences, looking at how practitioners create their work and the process they take from creation, developments and performance. You will study three professional works, each of a different style, both theoretically and practically. You will present a written report to show findings from your research.

## Component 2: developing skills and techniques in the performing arts

This unit assesses your ability as a dancer and your technical and interpretive skills. You will explore a chosen style of dance and participate in regular technique and creative classes in this style. This unit also requires you to study a pre-existing piece of work in the chosen dance style to replicate. You will focus on your physical and interpretive skills, setting yourself targets and reviewing these regularly to understand and improve your performance. Finally, you will apply these skills in a final performance to a live audience.

## Component 3: performing to a brief

This unit is externally marked by the exam board. You will be able to work in small groups of three to seven dancers. The exam board will provide you with a stimulus on which you must choreograph a group performance lasting between 10 to 15 minutes. Your performance must respond appropriately to the given stimulus and communicate your ideas clearly to a target audience of your choice. Finally, you will evaluate your creative process, which will be completed in controlled assessment conditions.

## Why study dance?

- As performers, students will develop confidence and self-esteem, as well as sensitivity towards others and teamwork.
- As choreographers, students will use the skills of creativity, direction, risk-taking and problem-solving to come up with unique ideas.
- As critics, students will appreciate the work of others by making informed decisions, evaluating visual elements and expressing their own opinions about the dances they see.

## Assessment structure

The specification is as follows:

- Component 1 – internally assessed
- Component 2 – internally assessed
- Component 3 – externally assessed

## Career opportunities

- Choreographer
- Dance teacher
- Dance administration and management
- Dance movement therapy

# DESIGN AND TECHNOLOGY

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Mr Stanley – tstanley@retfordoaks-ac.org.uk
COURSE CODE	8552

Design and technology covers a wide range of material areas that can be used to develop new products that solve problems in everyday life. Students will design and prototype their own creative solutions to problems and will present their ideas using CAD and traditional drawing skills.

## What will be studied?

Students learn a range of practical skills that enable them to solve and adapt to a wide range of challenges. Students need to be:

- imaginative and creative
- problem solvers
- independent thinkers
- organised and able to meet deadlines
- team players

Students will learn about ethical design, the environment and future technologies. Engineering, mechanisms and manufacturing knowledge will be developed to create products that meet a need.

## Why study design and technology?

Students will gain valuable transferable skills that will prepare them well for a changing workplace, where creative thinking is highly prized as automation replaces traditional jobs and skills.

Students will also be able to apply their practical knowledge and problem-solving skills to develop useful products that could be commercially viable. They will cover the ethical responsibilities of designers and how funding can be sourced to make their own designs commercially successful business ventures.

## Assessment structure

50% coursework – product development

50% exam – design principles

## Career opportunities

This course leads directly to a wide range of careers including:

- Engineering
- Architecture
- Product design
- Interior design
- Furniture design
- Graphic design
- Project management
- Health and safety officer
- Construction
- Building services
- Manufacturing
- Motor vehicle technology and repair
- Agriculture

Students will also develop problem-solving skills that will be needed in a landscape with more automation in the workplace.

# DRAMA

EXAM BOARD	OCR
QUALIFICATION TYPE	GCSE
CONTACT	Mrs Simpson – ksimpson@retfordoaks-ac.org.uk
COURSE CODE	601/8975/7

Drama will not only give you the opportunity to attain a key GCSE but will also help you to develop key life skills such as team work, communication and how to be a team leader.

You will be able to explore all aspects of drama, from performing in front of a variety of audiences, to scripted sketches and improvised scenes. The use of technology and stage-crafts, such as make-up, costume, video, lighting, and sound, is essential and will be covered within the course.

## What will be studied?

Students can choose how to be assessed. This means students have the choice to complete the course as a performer, as a designer or through a combination of both roles.

The qualification is made up of three components. There is one non-examined component (30%) and one moderated examined unit (30%). There is a final written exam at the end of the course (40%).

Theory and practical work will be integrated throughout the course and all the work studied will be explored practically.

## Why study drama?

Students will gain valuable transferable skills that will prepare them for the modern world. Drama allows students to become independent learners, critical thinkers and effective decision makers – all personal attributes that can make them stand out as they progress through their education and into employment.

## Assessment structure

### Component 1: devising drama – 60 marks

Students will create a devised performance in groups. Students can choose to work as a performer or designer in this component. All performances must be supported by a portfolio, which is evidence of the devising process and can be a made up of a combination of writing, images, observation notes and artefacts.

### Component 2: text performance – 60 marks

Students will study a play and take a part in two performances based on two extracts from the text. Students can work as a performer or designer in this component and are required to produce an accompanying concept document, which outlines intentions for the performance.

### Final exam assessment – 80 marks

The exam component will be assessed at the end of the qualification and will be 1 hour, 30 minutes in length. There are two sections to the exam. Section A focuses on the exploration of 'Blood Brothers' by Willy Russell. Section B gives opportunity to develop evaluative skills. Students are required to visit the theatre and create an evaluation of something they have seen.

## Career opportunities

By studying GCSE drama, you will not necessarily be an actor, but you will use the skills you learn, throughout your life. Confidence in your ability as a team leader and communicator is a key skill in any career.

# ENGINEERING DESIGN

EXAM BOARD	OCR
QUALIFICATION TYPE	Cambridge Nationals Level 1/2
CONTACT	Mr Ringer – sringer@retfordoaks-ac.org.uk
COURSE CODE	J841

Engineering design covers a wide range of activities based on designing and making products that are manufactured using materials such as wood, metal and plastic in many forms. As well as learning hand skills, you will use a range of industrial processes to shape and form materials into functioning products.

## What will be studied?

Students learn a range of practical skills that enable them to solve and adapt to a wide range of challenges. Students need to be:

- imaginative and creative
- problem solvers
- independent thinkers
- organised and able to meet deadlines
- team players

## Why study engineering design?

Students will gain valuable transferable skills that will prepare them well for a range of exciting and rewarding career opportunities. Students learn important theoretical principles using a kinaesthetic approach that deepens their understanding of the subject and gives them relevant transferrable skills. The CAD element of this course enables students to showcase exciting and creative designs in a modern way, that will make students highly employable and well prepared for careers in design and engineering.

## Assessment structure

This course is assessed through four units:

25% R105: design briefs, design specifications and user requirements (exam)

25% R106: product analysis and research task (how products are made)\*

25% R107: developing and presenting engineering designs\*

25% R108: 3D design realisation (making task)\*

\* internally assessed.

- Engineering
- Product design
- Furniture design
- CAD designer
- Project management
- Health and safety officer
- Construction
- Building services
- Manufacturing
- Motor vehicle technology and repair
- Agriculture



# GEOGRAPHY

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Mr James – mjames@retfordoaks-ac.org.uk
COURSE CODE	8035

This exciting course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

## What will be studied?

- Living with the physical environment
- Challenges in the human environment
- Geographical applications

## Why study geography?

Students will travel the world from their classroom, exploring case studies in the United Kingdom, higher income countries, newly emerging economies and lower income countries. Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

## Assessment structure

The course involves a two year study period (plus half a year in year 9). Students must have studied the three units over the period of two years before they can sit both examinations and participate in two pieces of fieldwork.

Paper 1: living with the physical environment – written exam, 1 hour, 30 minutes (35%)

Paper 2: challenges in the human environment – written exam, 1 hour, 30 minutes (35%)

Paper 3: geographical applications – written exam, 1 hour, 15 minutes (30%)

## Career opportunities

- Meteorology
- Finance
- Journalism
- Teaching
- Graphic design
- Surveying
- Transport
- Conservation
- Tourism
- Hotel management

**This is just the tip of the iceberg!**



# HAIR AND BEAUTY

EXAM BOARD	WJEC
QUALIFICATION TYPE	VTCT Level 2 (VRQ)
CONTACT	Mr Tomkins – atomkins@retfordoaks-ac.org.uk
COURSE CODE	AM20530

This qualification has been developed for students with an interest in hairdressing and/or beauty therapy. It aims to support young people to:

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

## What will be studied?

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

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

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

## Why study hair and beauty?

On completion, students will gain the skills and knowledge required to progress to hair and beauty apprenticeships, or onto vocational qualifications in this subject area, or other further education or university. In addition, there is also a level 4 qualification diploma in management, practice and advanced techniques in the hair and beauty sector.

## Assessment structure

Oral examination, coursework, e-assessment, multiple choice examination, portfolio of evidence, practical demonstration/assignment, practical examination, task-based controlled assessment and written examination.

## Career opportunities

This course leads to many roles in the hair and beauty sector.

# HEALTH AND SOCIAL CARE

EXAM BOARD	OCR
QUALIFICATION TYPE	Cambridge Nationals Level 1/2
CONTACT	Mrs Hunt – zhunt@retfordoaks-ac.org.uk
COURSE CODE	J811

This course is for students who have a keen interest in all aspects of health and social care. It provides essential knowledge and transferable life skills, and contributes to students' personal development, employability and economic wellbeing.

## What will be studied?

All students will study four units, including:

- Essential values of care, for use with individuals in care settings
- Communicating and working with individuals in health, social care and early years settings
- Understanding body systems and disorders
- Understanding life stages

## Why study health and social care?

This course positively challenges students, whilst promoting independence, creativity and critical thinking. Further progression from this course would be to health and social care at A Level or A Levels in psychology and sociology, thus meeting entry requirements for study at university. Apprenticeships in health and social care would be an alternative progression route.

## Assessment structure

There are three centre-assessed coursework-based units each worth 25% of the final marks (units two, three and four). There is also a one hour written exam paper (unit one), which is worth 25% of the final marks, covering topics such as individual rights, values, personal hygiene and safety.

## Career opportunities

- Nursing
- Paramedic
- Social care
- Counselling
- Psychology
- Audiology
- Anaesthetist



# HISTORY

EXAM BOARD	Eduqas
QUALIFICATION TYPE	GCSE
CONTACT	Mr James – mjames@retfordoaks-ac.org.uk
COURSE CODE	C100QS

The structure of this course is distinctive, giving students the opportunity to study history in depth. It allows students to make a clear distinction between the study of history in the short term, the medium term and the long term. It actively encourages connections between different periods and eras in history, representing a coherent programme of study.

## What will be studied?

Students undertake two 'studies in-depth', one British and one non-British, from eight options in total. This focuses study on substantial and coherent short time scales.

'Studies in-depth' provide the opportunity to study history in greater detail and consequently understand the complexity of a society or historical situation more effectively. This component encourages students to use a wide range of historical sources. They will also study different historical interpretations of specific events and issues.

Component 1: British study in-depth – the Elizabethan age, 1558-1603 AND non-British study in-depth – the USA, a nation of contrasts, 1910-1929

Component 2: period study – the development of the UK, 1919-1990 AND thematic study – changes in health and medicine in Britain c.500 to the present day with a focus on the care and treatment of soldiers in the British sector of the Western Front

## Why study history?

- The topics are varied and fascinating.
- The lessons are varied and engaging.
- History helps you understand the world around you.
- History is a keystone subject, highly valued by a range of employers and universities.

History provides transferable skills for a number of career opportunities, here are just a handful of famous people who have studied the subject:

- Gordon Brown
- Michael Briggs
- Sir Stringer
- Sacha Baron Cohen
- Jonathan Ross

## Assessment structure

Component 1: British study in-depth – 1 hour written examination.

Component 1: non-British study in-depth – 1 hour written examination.

Component 2: period study – 45 minutes written examination.

Component 2: thematic study – 1 hour, 15 minutes written examination.

## Career opportunities

- Travel and tourism
- Museums
- Finance
- Journalism
- Law
- Teaching

# HOSPITALITY AND CATERING (FOOD)

EXAM BOARD	Eduqas
QUALIFICATION TYPE	IVQ
CONTACT	Mrs Shiplee – rshiplee@retfordoaks-ac.org.uk
COURSE CODE	5569QA

Hospitality provides an awareness of the catering industry, encouraging the identification of customer needs and developing a knowledge of nutrition.

## What will be studied?

Students apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision, and kitchen and front of house operations in unit one, as well as personal safety in their preparations.

The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learner's appreciation of the whole vocational area beyond the kitchen environment.

The theory part of the course covers:

- Meanings of food related terms
- Equipment
- Safety and first aid
- Recipe adaptation
- Healthy eating
- Presentation techniques
- Environmental issues
- The hospitality industry
- Types of service
- Planning for functions
- Team work and communication

## Why study hospitality?

- It provides students with an awareness of the catering/hospitality industry.
- Encourages organisational skills.
- Encourages the identification of customer needs and eating trends in a multicultural society.
- Develops a knowledge of nutrition and the relationship between diet and health.
- Acknowledges the importance of cost effectiveness when menu planning.
- Provides opportunities to work individually and as part of a team.
- Develops creativity and interest in food preparation, presentation and service.

## Assessment structure

Coursework worth 60%

Examination consisting of one paper worth 40%

## Career opportunities

- Catering
- Diet and nutrition
- Food production
- Health and safety

# MODERN FOREIGN LANGUAGES

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Mrs Brammall – abrammall@retfordoaks-ac.org.uk
COURSE CODE	French – 8658, German – 8668, Spanish – 8698

Modern foreign languages are widely chosen and have a proven track record of success at Retford Oaks. Two years of language study will catch the eye of anyone reading your job or university application and is valued by future employers.

## What will be studied?

During the course, students will study three main themes. Each theme contains three or four sub-section topics.

### Theme 1: identity and culture

Topic 1: me, my family and friends

Topic 2: technology in everyday life

Topic 3: free-time activities

### Theme 2: local, national, international and global areas of interest

Topic 1: home, town, neighbourhood and region

Topic 2: social issues

Topic 3: global issues

Topic 4: travel and tourism

### Theme 3: current and future study and employment

Topic 1: my studies

Topic 2: life at school/college

Topic 3: education post-16

Topic 4: jobs, career choices and ambitions

## Why study a language?

- Using languages at work can raise your salary by 20%.
- Learning a language helps your memory, creativity, listening skills and self-confidence.
- By taking a language you don't just learn the language, you find out about other people, countries and cultures, making it a varied subject.
- Languages mean business – being able to speak a language will make you really stand out.

## Assessment structure

Students undertake exams in the summer of year 11.

Paper 1 – Listening (25%)

Paper 2 – Speaking (25%)

Paper 3 – Reading (25%)

Paper 4 – Writing (25%)

## Languages have supported:

- David Beckham to speak to Spanish journalists
- Paula Radcliffe to speak French and German when competing in Europe
- J K Rowling to speak to French publishers
- Tony Blair to work in a French bar during his gap year before university

# MUSIC

EXAM BOARD	Edexcel
QUALIFICATION TYPE	GCSE
CONTACT	Mrs Edmunds – redmunds@retfordoaks-ac.org.uk
COURSE CODE	601/8204/0

GCSE music is a study of several aspects of music including performing, composing, and listening and appraising. The course focuses on eight set works from fusion, music for stage and screen, vocal music and instrumental music.

## What will be studied?

GCSE music is split into three units.

### Unit 1: performing (30%)

This unit is internally assessed throughout the course and requires you to complete two performances:

- One solo performance
- One ensemble performance

In order to complete this to a high standard you will be required to have instrumental lessons either at school or privately at home and be prepared to perform in front of the GCSE music class.

### Unit 2: composing (30%)

This unit is internally assessed throughout the course and requires you to complete two compositions. These can either be your own work, or an arrangement of something that already exists.

### Unit 3: listening and appraising (40%)

This unit is externally assessed with a 1 hour, 45 minutes written exam at the end of the course. All questions are related to the eight set works that fall under the following headings:

- Instrumental music 1700-1820
- Vocal music
- Music for stage and screen
- Fusion

## Why study music?

Music is an interesting course for anyone already able to play an instrument (voice included), which looks at a broad range of musical styles. It helps improve academic performance whilst increasing cultural and social skills, brain and memory development, co-ordination, concentration and creative thinking. It is excellent for improving listening skills while giving students the opportunity to express themselves and relieve stress.

## Assessment structure

Assessment is both coursework and a final exam at the end of year 11.

- One solo performance worth 15% (coursework)
- One ensemble performance worth 15% (coursework)
- Two compositions worth 15% each (coursework)
- One written exam (1 hour, 45 minutes) worth 40%

## Career opportunities

- Professional performer
- Composer
- Music production

# PE (BTEC)

EXAM BOARD	Pearson
QUALIFICATION TYPE	BTEC
CONTACT	Mr Kane – skane@retfordoaks-ac.org.uk
COURSE CODE	600/4779/3

Physical education offers a variety of topics and develops a knowledge base, which provides a platform for further education and employment. We welcome students with a passion for sport who are keen to progress in the area.

## What will be studied?

This course is made up of four modules worth 25% of the overall grade each. The examination focuses on the topics covered in the fitness for sport and exercise unit – this is a core unit.

Students complete a second core unit on practical performance in sport. This unit is assessed through practical performances in two sports and assignments about the activities covered.

There is a third compulsory unit on applying the principles of personal training, which requires students to plan, undertake and evaluate a personal exercise programme.

Students then study one final unit titled 'leading sports activities', which is assessed through assignments with a mixture of practical sports coaching.

## Why study PE?

- Helps you to understand how fitness training improves performance in sports activities and how to test components of fitness.
- Gives you an opportunity to perform your sport(s) at a recognised level.
- Enables you to learn about the rules, regulations, scoring systems and officials in sports.
- Allows you to evaluate your own performance in sports.
- Links directly to sports psychology.
- Develops leadership skills.
- Prepares you to study BTEC PE at level 3.

## Assessment structure

The course is made up of four units. There is one externally assessed unit, which is a 1 hour, 15 minute examination, and the remaining units are assessed internally through practical activities and assignments. The examination paper will be sat upon the completion of the fitness for sport and exercise unit, when deemed appropriate by the physical education department.

The practical activities will be recorded and moderated by an external visiting moderator. Assignments will be completed under unlimited controlled circumstances once the content has been delivered through lessons. These will also be moderated by an external visiting moderator.

## Career opportunities

- Teacher of physical education
- Physiotherapist
- Journalist
- Sports coach
- Sports scientist
- Sports technician
- Armed forces

# PE (GCSE)

EXAM BOARD	Edexcel
QUALIFICATION TYPE	GCSE
CONTACT	Mr Kane – skane@retfordoaks-ac.org.uk
COURSE CODE	601/8161/8

This course builds on key stage three physical education, giving students the opportunity to extend their knowledge and practical skills.

Students will 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.

## What will be studied?

Units studied include applied anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio-cultural influences and health, fitness and wellbeing. Students will select three sports for their practical assessment, which must include one team and one individual activity.

## Why study PE?

- It gives you an opportunity to perform your sport/s at a recognised level.
- Links directly to science and in particular biology.
- It helps you understand how the body works.
- It helps improve your evaluative skills.

## Assessment Structure

This course is made up of 40% practical (10% of which is a personal exercise programme) and 60% theory. There are two exams – fitness and body systems (1 hour, 45 minutes) and health and performance (1 hour, 15 minutes). These papers will be sat following the completion of all practical assessments.

The practical assessment of onsite activities will be recorded and moderated by an external visiting moderator. Off-site activities (e.g. climbing and cycling) will be video recorded and submitted to the visiting moderator. The personal exercise programme will take place under unlimited controlled circumstances and will comprise of identifying an area for development within a sports activity, planning and undertaking a training programme, and analysing and evaluating its effectiveness.

## Career opportunities

- Teacher of physical education
- Physiotherapist
- Journalist
- Sports coach
- Sports scientist
- Sports technician
- Armed forces

# PHOTOGRAPHY

EXAM BOARD	OCR
QUALIFICATION TYPE	GCSE
CONTACT	Mr Oprych – aoprych@retfordoaks-ac.org.uk
COURSE CODE	J171

This GCSE is designed to bring art and design through the medium of photography. Students will develop their artistic skills and expand their creativity, imagination and independence using photography and ICT manipulation to express themselves. Students will analyse artists and write about their interest around the subject matter. The artist or designers work will directly inspire the work that students produce using ICT resources and Adobe Photoshop software. The course is good preparation for progression to art and design A Level.

## What will be studied?

### Art and design portfolio 60% (120 marks)

Students will produce a portfolio of work showing their personal response to either a starting point, brief, scenario, or stimulus. This will take the form of a portfolio of images developed by the student.

### Art and design OCR-set task 40% (80 marks)

The early release paper will be issued in January and will provide students with a range of written and visual starting points, briefs, scenarios and stimuli, from these one must be selected upon which to base a personal response. Students will be expected to create a product based on the starting point under controlled conditions.

## Why study photography?

Photography students will have the opportunity to work in a wide variety of media and create a range of work using photo manipulation software. They will learn new techniques with the freedom to select their own inspiration and creative journey. In addition to lesson time where staff will guide them, students will be expected to work independently and focus their efforts on creating interesting and exciting personal responses. This is a fantastic choice for students wishing to pursue any career which requires creativity, confidence in expressing ideas and opinions, or problem solving.

## Assessment structure

The early release paper is issued to candidates on or after 1 January with an unlimited preparatory period. The set task worth 40% of the qualification is internally assessed and moderated by OCR.

## Career opportunities

- Advertising
- Media
- Photography
- Film and animation
- Forensic artist

# PSYCHOLOGY

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Mr James – mjames@retfordoaks-ac.org.uk
COURSE CODE	8182

Have you ever wondered what makes you tick? How your brain works? Maybe you're interested in understanding other people better. Whatever your interest in other people's or your own behaviour, you will find some interesting answers in psychology, as well as opportunities to develop more questions!

Psychology is the study of the human mind and behaviour so looks at several factors such as your memory, your dreams, criminal behaviour and our behaviour in a group. If you would like to go into any job that involves working with people, then psychology is the subject for you.

This course covers a wide range of approaches to human behaviour in psychology, and investigates behaviours such as aggression, learning, memory, attention, language, culture and groups.

The course specifically looks at matters of cognition and social context and their impact on human behaviour, as well as examining issues in mental health alongside developing an understanding of research methodology.

## What will be studied?

Students are encouraged through a range of teaching techniques to develop responsibility for their own learning. In lessons you will encounter discussions, debates, presentations, videos, lectures, research and experiments to create a varied and interesting learning environment.

## Why study psychology?

Psychology is the science of behaviour and mind, including conscious and unconscious phenomena, as well as feeling and thought. It is an academic discipline of immense scope and diverse interests that, when taken together, seek an understanding of the emergent properties of brains, and all the variety of epiphenomena they manifest. As a social science it aims to understand individuals and groups by establishing general principles and researching specific cases.

## Assessment structure

Exam paper 1 (1 hour, 45 minutes) 100 marks worth 50%

Exam paper 2 (1 hour, 45 minutes) 100 marks worth 50%

## Career opportunities

- Psychologist
- Counsellor
- Teaching
- Marketing



# SOCIOLOGY

EXAM BOARD	Eduqas
QUALIFICATION TYPE	GCSE
CONTACT	Mr James – mjames@retfordoaks-ac.org.uk
COURSE CODE	GCSE C200QS

Sociology is the study of different dimensions of society, and the ways that these impact us as members of our society. The term 'society' refers to the world around you, your community, your country, and all the different people and groups that exist, with their different cultures, beliefs, values, languages and religions – all of which make an impact on us directly or indirectly.

## What will be studied?

Sociology gives students the opportunity to ask questions about aspects of society that will have an impact on their lives in thought provoking ways. Units studied at GCSE include:

- Social structures, social processes and social issues
- Families and households
- Education
- Crime and deviance
- Social stratification

## Why study sociology?

Sociology is the scientific study of society, patterns of social relationships, social interaction, and culture of everyday life. It is a social science that uses various methods of empirical investigation and critical analysis to develop a body of knowledge about social order, acceptance, and change or social evolution. While some sociologists conduct research that may be applied directly to social policy and welfare, others focus primarily on refining the theoretical understanding of social processes. Subject matter ranges from the micro-sociology level of individual agency and interaction, to the macro level of systems and the social structure.

## Assessment structure

GCSE sociology is assessed through two examinations.

- Exam paper 1 – 1 hour, 45 minutes
- Exam paper 2 – 1 hour, 45 minutes

## Career opportunities

- Marketing
- Counselling
- Public relations
- Human resources
- Teaching

# TRIPLE SCIENCE

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Miss Brown – ebrown@retfordoaks-ac.org.uk
COURSE CODE	Biology – 8461, Chemistry – 8462, Physics – 8463

GCSE triple science offers students a broad, coherent course of study, which covers many areas of biology, chemistry and physics.

In science, the emphasis is on understanding concepts through experimental work. The new GCSE specifications include core practicals for students to demonstrate their practical competencies.

By taking separate sciences at GCSE you will cover more content, so you'll be better prepared if you want to take science A Levels. Students who take separate GCSE science are also more likely to achieve higher grades in A Level sciences.

Whatever career you are considering, triple science will set you up well for later life. Employers are crying out for candidates with science-based skills.

## What will be studied?

The science curriculum covers a wide variety of scientific areas studied throughout the three years.

### In biology, you will study the following areas:

Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution and ecology.

### In chemistry, you will study the following areas:

Atomic structure, the periodic table, bonding, properties of matter, quantitative chemistry, chemical changes, energy changes, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.

### In physics, you will study the following areas:

Energy transfers, energy resources, electricity, waves, radiation, forces and motion, momentum, light, sound, electromagnetism and the universe.

## Why study science?

Students learn about the development of scientific ideas and its power and limitations. They will also evaluate the benefits and drawbacks of scientific and technological advances. Students will develop experimental, investigative and problem-solving skills.

## Assessment structure

At the end of year 11, students are assessed through two written papers in each of the three sciences. Each paper is 1 hour, 45 minutes and contributes to 50% of the overall result. These papers include multiple choice, short answers, longer written responses and calculations. Students are provided with some of the formulae in the examinations, however they will also be expected to learn a number of them. The exam papers also include questions on the core practical elements that students will have completed, as well as general questions on working scientifically.

## Career opportunities

- Aerospace systems
- Astronomy
- Robotics
- Medicine
- Veterinary
- Pharmacology
- Forensic science
- Software and games development
- Engineer
- Motorsport
- Medical research



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