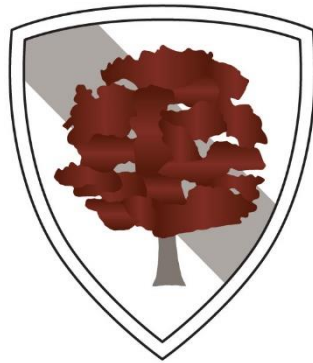


Year 9 Guided Choices

Pathways to the Future



The Oakwood
Academy

Information Booklet For Parents and Students

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Dear student,

Welcome to the start of your Year 9 Guided Choices process. This booklet explains how the process works and what you can expect by choosing to study each of the subjects on offer. I hope you find the information in the booklet informative and helpful.

You have already had an assembly outlining the Guided Choices process, and this assembly can be downloaded to view again from the school website. The combined Year 9 Guided Choices and Parents' Evening takes place on Tuesday 1st April from 4pm to 7pm. This is an opportunity for you and your parents to hear more about the process as well as visiting individual subject areas to ask questions and collect information. Further details about this evening will be sent out in due course.

Our school website is the main place to access all the information about Guided Choices:

www.oakwoodacademy.org.uk/guidedchoices

Choosing the subjects that you wish to study and those that you wish to give up is a very important decision. Not only will it affect your timetable whilst you are at The Oakwood Academy in Years 10 and 11, but it may also affect your career when you leave education.

This is likely to be the first major decision that you have made in the direction of your education, and we want to make sure that you receive as much support and guidance as possible.

This booklet will hopefully make it easier for you to make that choice. Please take some time to read the booklet carefully with your parents. Think about the subjects that interest you and those you are good at. Decide which subjects you are going to find out more about between now and the deadline for handing in your choices form. Try to think of any questions that you want to know the answers to, for example "where could I go to continue the courses that I am interested in? what levels could I study and what grades do I need to get?"

There are some subjects which, because they are important for life and work in general, are considered essential for **all** students. These are English, Mathematics and Science, plus PE, and Life and Moral Skills. Some students will also be advised to take subjects that make up the English Baccalaureate (EBacc). The EBacc is a prestigious qualification that is valued by colleges, universities and employers. The EBacc is achieved by gaining a grade 5 in English, Maths, Science, a Language and a Humanities subject.

There will be space on your timetable for **three guided choices**. There is a range of subjects that you can choose to study. In the event that your chosen subject is not available you will need to have a **reserve** choice.

Please speak to tutors, Heads of House, Careers Advisors, or the Senior Leadership team if you have any questions. I am looking forward to working with you during the Guided Choices process.

Mr. A. Wylie

Deputy Head Teacher (Curriculum)

Overview of the Guided Choices process

Every student will continue to study Maths, English, Science, PE, and Life and Moral Skills.

Students will then make three choices of option subjects, which they will study alongside the core curriculum.

These courses are divided into two main types.

1. GCSE courses that will lead to awards from grades 1 – 9 which can lead to academic 'A' level courses. The highest grade available will be 9. It is anticipated that many employers, further and higher education establishments will expect students to gain a grade 5 across their qualifications with particular emphasis on English and Mathematics.
2. Level 2 Technical or Vocational Awards. These qualifications relate to specific careers and industries. Technical or Vocational Awards are not GCSE courses but are equivalent to GCSEs and can lead to Level 3 courses at post-16.

The guided choices available are as follows:

GCSE subjects

Art	Drama	Music
Spanish	French	Geography
History	Religious Studies	Business Studies
Computer Science	Design and Technology	Separate Sciences (Triple Science)

Level 2 Vocational/Technical Awards (equivalent to 1 GCSE qualification)

Health and Social Care
Child Development and Care in the Early Years
Food - Hospitality and Catering
PE – Sport Studies

Frequently asked questions:

Q – What can I study, and how many subjects do I need to choose?

You will be guided in your choices but essentially you will choose three subjects and a reserve from the list provided.

Q – I want to take Separate Sciences, what should I do?

If you would like to take Triple Award Science (three separate science GCSEs) you will need to choose Separate Science as **one** of your guided choices.

Q – What are Technical or Vocational Awards?

Technical Awards provide a combination of practical work, written coursework and an externally examined component.

Q – What if I am interested in a particular career?

Think about your future. Even at this stage, students who have particular careers in mind need to consider which subjects are going to be the most useful, or even essential. The teaching staff, pastoral team and the careers advisor will be on hand to help you with these decisions.

Q – Should I choose subjects in order to be with my friends, or because of a particular teacher?

No. You should focus on the qualifications **you** want to take, not who is taking the course with you. Even if you choose the same option, you may not be in the same class as a friend. It is also not possible to guarantee which members of staff will be teaching each class.

Q – I would like to choose a particular subject, but it is not useful for my chosen career path

As long as you are studying the subjects you definitely need, there is no reason at all why you should not also choose a subject because it interests you or you enjoy it.

Q – What are Progression routes?

Progression routes show what opportunities there are for study once you leave The Oakwood Academy. These may include A levels, Level 3 Technical Awards, NVQ Level 2/3 courses, Apprenticeships or other pathways dependent upon courses studied.

Q – What if I don't like a course?

It is very difficult to change a course once you have started, because of the amount of work you may have missed. It's therefore really important to try to find out as much information as possible about the courses before you make your guided choices.

Q – Am I guaranteed to get my first choices?

Unfortunately not. We try to meet first subject choice combinations where possible. **The school is unable to run any course where less than 15 students choose that subject.** This is why we ask all students to make a reserve option choice.

Frequently asked questions (continued)

Q – Who do I ask if I need more information?

There are several ways you can find out more. Your subject teachers can explain the structure of each GCSE course. The guided choice information can be found on the school website. If you have any questions there is an email link on the web page.

Heads of House will be happy to offer advice and answer any questions that you may have. **Tutors** and **teaching staff** also have an important role to play and will discuss option choices with students. Alternatively, if you have any specific questions about the guided choices process you can see **Mr. Wylie**.

Q – How are GCSE subjects graded?

The government has introduced a new range of GCSE qualifications which include new ways to measure achievement. Instead of the old A*-G grades, the new qualifications include numbered levels which range from 9 (highest) to 1 (lowest). In order to help understand this new system in a way that is more familiar, it is possible to compare the old grading system with the new style numbered levels.

Please see the diagram below (from OFQUAL).

Current GCSE grading structure	Old GCSE grading structure
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Can I choose any combination of subjects?

There are lots of subjects you can choose from. However, there are some combinations that we don't allow because such choices would not give you a broad and balanced curriculum to study.

- You cannot take the same subject at both GCSE and BTEC Level.
- You can only study a language that you have already studied in Year 9.

Core Subjects

All Students Must Study:

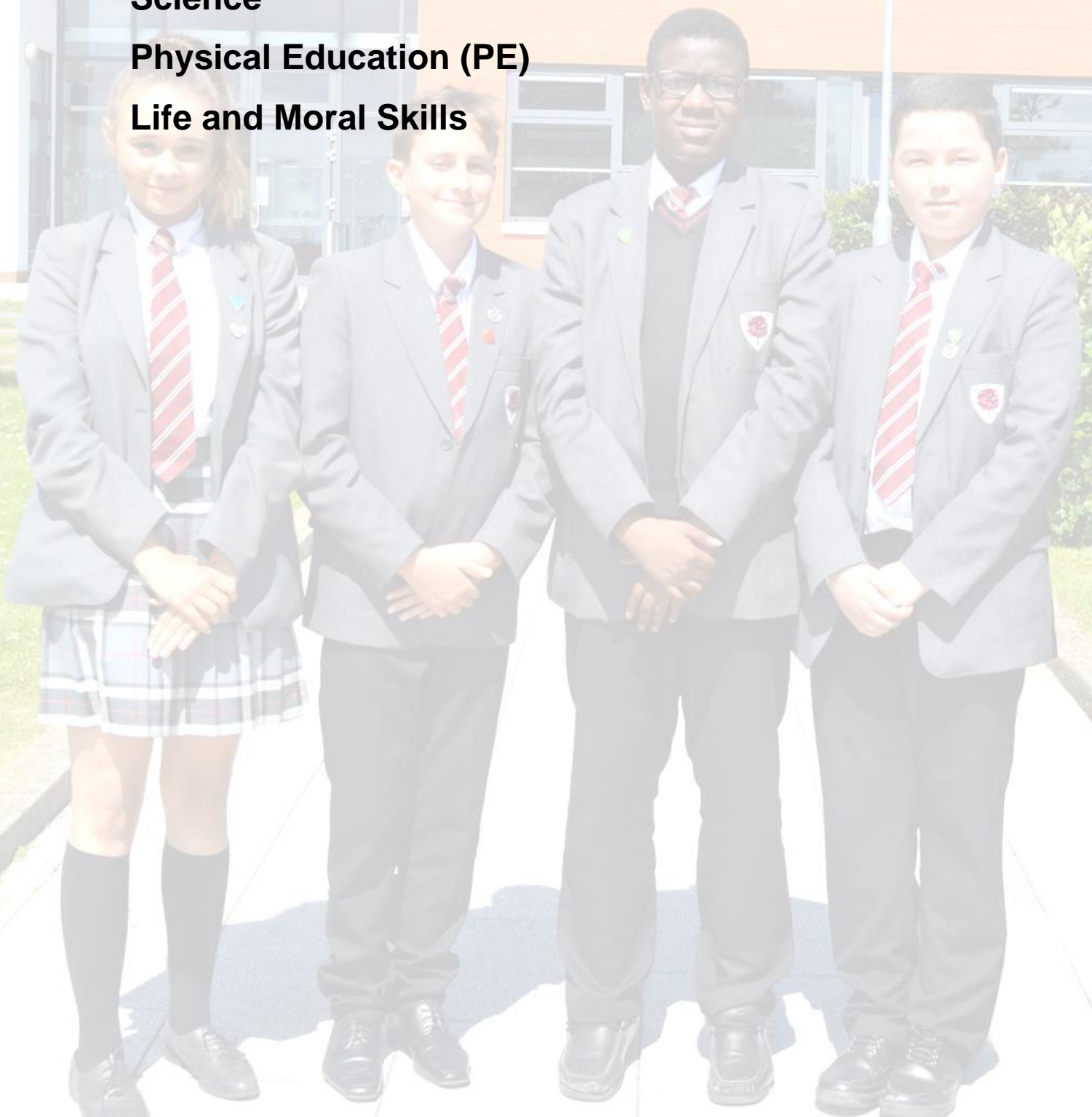
English

Maths

Science

Physical Education (PE)

Life and Moral Skills



GCSE English Language (AQA)

Miss Sanderson

Course Outline

This qualification allows students to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Students are encouraged to make 'fresh' and individual responses to each element of assessment. This qualification is ideal for those who wish to explore English Language in depth, and (in combination with English Literature) experience greater breadth of English studies at this level.

The scheme of assessment is linear. All components must be offered and certificated in the same series. Exam papers are at one tier only.

Assessment

Unit	Assessment Method	Weighting
Paper 1: Explorations in Creative Reading and Writing.	1 hour 45 min external examination (80 marks) (50% of GCSE)	50%
	Section A: Reading (40 marks) one literature fiction text.	25%
	Section B: Writing (40 marks) descriptive or narrative writing.	25%
Paper 2: Writers' Viewpoints and Perspectives.	1 hour 45 min external examination (80 marks) (50% of GCSE)	50%
	Section A: Reading (40 marks) one non-fiction text and one literary non-fiction text.	25%
	Section B: Writing (40 marks) writing to present a viewpoint.	25%
Non-examination Assessment: Spoken Language	Final presentation to an audience/examiner. The presentation is recorded. Students select the topic of their presentation. Separate endorsement.	Accreditation

Progression/further study

English Language A-Level can be useful if students are interested in a career in journalism, teaching, screen writing, script writing for T.V, radio and films. English A-Level can also lead into film, media and communication studies (see university prospectus or website for GCSE/ A-level grade requirements).

GCSE English Literature (AQA)

Miss Sanderson

Course Outline

This qualification allows students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written.

This qualification is suitable for a range of learners, who enjoy reading widely and as a preparation for studying literature at a higher level.

All students will study a modern drama text, Shakespeare, poetry and a 19th century novel.

All assessments are closed book and exams are single tier. The use of extract-based questions features in the 19th century novel and Shakespeare examinations.

Students will be expected to attend Theatre Trips and Poetry Live as part of this course.

Assessment

Unit	Assessment Method	Weighting
Paper 1: Shakespeare and the 19 th century novel	1 hour 45 min external examination (64 marks)	40%
	Section A: Shakespeare (Macbeth)	20%
	Section B: The 19 th century novel (A Christmas Carol)	20%
Paper 2: Modern texts and poetry	2 hours 15 min external examination	60%
	Section A: Modern texts (An Inspector Calls)	20%
	Section B: Poetry (Power and Conflict)	20%
	Section C: Unseen poetry	20%

Progression/further study

English Literature A-Level can be useful if students are interested in a career in journalism, teaching, screen writing, script writing for T.V, radio and films (see University Prospectus or website for GCSE/ A-level grade requirements).

GCSE in Mathematics (AQA)

Mrs Chapman

Course Outline

There are two tiers of entry – the Foundation Tier and the Higher Tier.

At The Oakwood Academy we use the AQA examination board, following their linear course (8300).

The **approximate** weightings of the topic areas across the three papers is as follows:

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

Assessment

Students will be entered for the examination at either the Foundation or Higher Tier. **Content from any part of the specification may be assessed on any paper.**

Each student then does three examinations as follows:

	Paper 1 Non-calculator	Paper 2 Calculator	Paper 3 Calculator
Foundation Tier (Grades 1 – 5)	1h 30mins 80 marks	1h 30mins 80 marks	1h 30mins 80 marks
Higher Tier (Grades 4 – 9)	1h 30mins 80 marks	1h 30mins 80 marks	1h 30mins 80 marks

Mock examinations will take place in both Year 10 and 11, enabling student progress to be tracked, whilst also familiarising students with the exam format. Pupils also engage in a cycle of practice papers to help develop their exam skills and confidence in year 11.

Each paper is a mix of questions, from short, single-mark questions to multi-step problems. The mathematical demand increases as you progress through the paper.

The exams will assess the following assessment objectives:

- A01: Use and apply standard techniques
- A02: Reason, interpret and communicate mathematically
- A03: Solve problems within mathematics and in other contexts.

STUDENTS NEED THEIR CALCULATOR – this will assist you in lesson and on homework

Progression/further study

GCSE Mathematics 5 – 9 is compulsory for progression on to a Level 3 course and for entry to Higher Education e.g. University. A Grade 5 – 9 in Mathematics is also required for many Level 3 apprenticeships e.g. plumbing and electrical installation.

For our most able Mathematicians there is also the option of studying Further Mathematics at GCSE (AQA Further Mathematics Level 2 (8360)).

Combined Science (AQA)

Mr Bradbury

Please note: **All** students in the academy will study for this qualification except students who opt to do AQA Separate Science.

Course Outline

Students taking AQA Combined Science (Trilogy) will gain two GCSE qualifications. The course focuses on the knowledge and skills required by real scientists in their work. The qualification is linear meaning that the students will sit all examinations at the end of the course. The content for each subject area is listed below.

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

1. Atomic structure and the periodic table
2. Bonding, structure and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemistry in the atmosphere
9. Energy changes
10. Using resources

Physics

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic Structure
5. Forces
6. Waves
7. Magnetism and electromagnetism

Assessment

There are six examination papers: two for biology, two for chemistry and two for physics. Each paper will assess different topics and lasts for 1 hour 15 minutes. There are two tiers – Foundation and Higher.

Each paper has 70 marks and is worth 16.7% of the final grade. The type of questions included on each paper examination paper are multiple choice, structured, closed, short answer and open response.

Progression/further study

Two GCSEs in Science subjects are the minimum requirement from post - 16 Colleges to go on to study A-Levels in Science which can then lead to Higher Education. This is also true of Level 3 vocational qualifications in Science.

Many other options at post - 16 require two good passes in GCSE Sciences. There are a huge number of possible careers that require good Science GCSEs. Further detail can be found at:

<http://www.sciencecareerpathways.com/a-z-of-roles/>

Life and Moral Skills

Mrs Pettifor

All students will continue to study Religious Education blended with Personal Development and Careers in Year 10 for 1 hour per week. In year 11, these subjects are included as part of our wider personal development and tutor time program.

Course Outline

Students will explore the most important questions humankind has asked since the beginning of time, offering different explanations and the chance to question and discuss. The whole course focuses on our world, what it is like, how we respond to it and whether religious beliefs have something to offer in the 21st century. The course has an issues-based approach, covering topics such as family life, punishment, crime, justice, terrorism, war, peace, the environment and ethical dilemmas.

The course is great for getting students thinking, expressing, developing and even broadening their world view. It has plenty to offer for the 21st century and I know many of students will have a lot to offer in return.

Life and Moral Skills also offers opportunities for:

- Debate and discussion
- Active research into relevant and up to the minute discoveries
- Investigation of human nature
- Careers work; including support writing your Curriculum Vitae (CV)

Assessment

There is no formal assessment in this course.

Progression/further study

A-Level Religious Studies (Philosophy and Ethics) (see College prospectus, Redhill Academy 6th Form, or website for GCSE grade requirements). Religious Studies teaches skills that are very valuable for the study of many subjects at a higher level.

Course Title – Core PE

Miss MacNaughton

Course Outline

The Key Stage 4 programme at The Oakwood Academy follows National Curriculum guidelines, offering breadth and balance across a variety of sports and activities. It is vital that students develop their understanding of how to keep physically healthy and maintain an active lifestyle. This includes ensuring that students have ample opportunity to be active in PE lessons during the school day.

Assessment

There is no formal assessments or examinations in this course.

Progression/further study

This course should improve student fitness and provide opportunities to participate in activities that they can continue when they leave The Oakwood Academy either at a recreational or competitive level. This could be done through a local club, society or simply with friends/colleagues.

Guided Choice Subjects

In addition to the core subjects, students must choose three subjects from the listed below:

Separate Sciences

Spanish

French

Geography

History

Religious Studies

Art

Drama

Music

Computer Science

Business Studies

Design and Technology

Hospitality and Catering

Sports Studies

Health & Social Care

Child Development and Care in the Early Years

Separate Sciences – GCSE Biology, GCSE Chemistry & GCSE Physics (AQA)

Mr Bradbury

Course Outline

The course is aimed at students who achieve well in Science and who wish to develop their understanding of Science to a higher level. It is designed to stretch and challenge our most able students by providing them with a greater depth and range of Science study. This course leads to three separate GCSE qualifications in Biology, Chemistry and Physics. The qualification is linear meaning that the students will sit all examinations at the end of the course. The content for each subject area is listed below.

Biology

- | | |
|---------------------------|---|
| 1. Cell biology | 5. Homeostasis and response |
| 2. Organisation | 6. Inheritance, variation and evolution |
| 3. Infection and response | 7. Ecology |
| 4. Bioenergetics | |

Chemistry

- | | |
|--|---|
| 1. Atomic structure and the periodic table | 6. The rate and extent of chemical change |
| 2. Bonding, structure and the properties of matter | 7. Organic chemistry |
| 3. Quantitative chemistry | 8. Chemistry in the atmosphere |
| 4. Chemical changes | 9. Energy changes |
| 5. Energy changes | 10. Using resources |

Physics

- | | |
|-----------------------------|-----------------------------------|
| 1. Energy | 5. Forces |
| 2. Electricity | 6. Waves |
| 3. Particle model of matter | 7. Magnetism and electromagnetism |
| 4. Atomic Structure | 8. Space physics |

Assessment

Two examination papers are taken for each subject area. Different topics are assessed on each paper. Each examination paper lasts for 1 hour 45 minutes. There are two tiers – Foundation and Higher. Each paper has 100 marks and is worth 50% of the final grade.

The type of questions included on each examination paper are multiple choice, structured, closed, short answer and open response.

Progression/further study

Two GCSEs in Science subjects are the minimum requirement from post 16 Colleges to go on to study A-Levels in Science which can then lead to Higher Education. This is also true of Level 3 vocational qualifications in Science.

Many other options at post 16 require two good passes in GCSE Sciences. There are a huge number of possible careers that require good Science GCSEs. Further detail can be found at:

<http://www.sciencecareerpathways.com/a-z-of-roles/>

GCSE Spanish (Edexcel)

Mr Cunningham

Course Outline

There is a brand-new GCSE course this year, with updated content and exams with the aim of making the subject more accessible to a greater number of students. The GCSE Spanish course has been developed to help students of all abilities to develop their language skills and to be able to manipulate the target language to communicate effectively. There is a wide range of engaging topics to focus the students on real world situations.

The qualification consists of 4 exam papers covering the skills of reading, listening, writing and speaking. Each exam paper will account for 25% of the final mark. The exams will be differentiated into Foundation Tier and Higher Tier.

Subjects / Modules

The vocabulary in this qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs. There are six thematic contexts, outlined below:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Assessment

Speaking – 25% of the mark. Three tasks.

- ✓ Task 1: Read aloud: Read aloud a short text followed by some questions
- ✓ Task 2: Role play: Undertake a transactional role play
- ✓ Task 3: Picture task with conversation

Writing – 25% of the mark. The Foundation Tier has three extended tasks and a translation from English into Spanish and the Higher Tier will have two longer extended tasks and a translation from English into Spanish.

Listening and understanding – 25% of the mark. **Section A: Listening** - Students respond to multiple-choice, multiple-response and short-answer open response questions. All questions are set in English and students produce all responses in English. **Section B: Dictation** - Students are assessed on their ability to transcribe spoken Spanish into written Spanish.

Reading – 25% of the mark. **Section A** - students respond to multiple-choice, multiple-response and short-answer open response questions based on these texts. All questions are set in English and students produce all responses in English. **Section B** – students translate a text from Spanish into English.

Progression / Further Study

Since September 2016, our students have been able to progress to study Spanish at A-Level at the Redhill Academy or any other college they choose to select. Spanish can also be used for modules of other courses such as Travel and Tourism, Business and Science. It can also work with any other subject as a complementary skill or as part of a job requirement. If a student is thinking about going to University or has an open mind about their aspirations, this is an ideal qualification to have.

GCSE French (Edexcel)

Mrs Dawkins

Course Outline

There is a brand-new GCSE course this year, with updated content and exams with the aim of making the subject more accessible to a greater number of students. The GCSE French course has been developed to help students of all abilities to develop their language skills and to be able to manipulate the target language to communicate effectively. There is a wide range of engaging topics to focus the students on real world situations.

The qualification consists of 4 exam papers covering the skills of reading, listening, writing and speaking. Each exam paper will account for 25% of the final mark. The exams will be differentiated into Foundation Tier and Higher Tier.

Subjects / Modules

The vocabulary in this qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs. There are six thematic contexts, outlined below:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Assessment:

Speaking – 25% of the mark. Three tasks.

- ✓ Task 1: Read aloud: Read aloud a short text followed by some questions
- ✓ Task 2: Role play: Undertake a transactional role play
- ✓ Task 3: Picture task with conversation

Writing – 25% of the mark. The Foundation Tier has three extended tasks and a translation from English into French and the Higher Tier will have two longer extended tasks and a translation from English into French.

Listening and understanding – 25% of the mark. **Section A: Listening** - Students respond to multiple-choice, multiple-response and short-answer open response questions. All questions are set in English and students produce all responses in English. **Section B: Dictation** - Students are assessed on their ability to transcribe spoken French into written French.

Reading – 25% of the mark. **Section A** - students respond to multiple-choice, multiple-response and short-answer open response questions based on these texts. All questions are set in English and students produce all responses in English. **Section B** – students translate a text from French into English.

Progression / Further Study

Students are able to progress to study French at A-Level. French can also be used for modules of other courses such as Travel and Tourism, Business and Science. It can also work with any other subject as a complementary skill or as part of a job requirement. If a student is thinking about going to University or has an open mind about their aspirations, this is an ideal qualification to have.

GCSE Geography (AQA)

Mr Wood

Course Outline

Geography seeks to enable students to develop a sense of themselves within the wider world, through the study of place and people.

The study of complex and contemporary issues allows students to develop a deeper understanding of the dynamic world, and equips them with the skills required to explore and analyse the challenges faced now and in the future.

Content

The course is divided into three main components:

Unit 1 - Living with the Physical Environment

- **Topics:** Natural hazards, ecosystems, and physical landscapes in the UK.
- **Focus:** Understanding the physical processes that shape our world and how humans interact with these environments.

Unit 2 - Challenges in the Human Environment

- **Topics:** Urban issues and challenges, the changing economic world, and resource management.
- **Focus:** Exploring human activities, their impacts on the environment, and sustainable management strategies.

Unit 3 - Geographical Applications

- **Fieldwork:** Students will undertake fieldwork to collect data and analyse geographical questions.
- **Issue Evaluation:** This involves a critical thinking exercise based on a pre-released resource booklet.

Assessment

The course is assessed through three written exams at the end of Year 11, each 90mins in length.

Paper 1: Living with the Physical Environment (35% of the GCSE)

Paper 2: Challenges in the Human Environment (35% of the GCSE)

Paper 3: Geographical Applications (30% of the GCSE)

Skills Developed

- **Analytical Skills:** Interpreting data, maps, and case studies.
- **Critical Thinking:** Evaluating issues and forming balanced arguments.
- **Fieldwork Skills:** Planning, conducting, and analysing fieldwork investigations.

Fieldwork

Fieldwork is a crucial part of the syllabus, providing hands-on experience in geographical investigation. Students participate in two field trips to various locations to study physical and human geography in real-world contexts

This syllabus not only prepares students for further studies in geography but also helps them understand their role in a rapidly changing world. If you have any specific questions or need more details, feel free to ask!

Progression/further study

A-Level (see college prospectus or website for GCSE grade requirements). Geography is a highly regarded academic subject and well respected by universities and employers alike. Known as a 'facilitating subject' for many universities it can open the door to a varied number of degrees and career paths.

GCSE History (Edexcel)

Mrs Smith

Course Outline

The right decision changes everything. Learning from the past can benefit your future as history helps you to understand the world around you. This course is suitable for students who have a desire to learn about the past, enjoy a challenge and wish to develop as critical thinkers. History provides you with skills employers value, for example: how to understand and critically evaluate information, presentation skills, research skills and the ability to debate. Don't just learn history, learn from history!

Students will study four topics:

The EDEXCEL GCSE History course is split into early modern and modern historical units. 50% of the history studied will be British with the remaining history units exploring the rise of the Nazis and the changes in America during the 19th century.

Assessment

Paper 1. Section A – Medicine on The Western Front (World War One)

Paper 1. Section B - Medicine and Public Health in Britain Through Time 1250 - present – Exam (1hr 15 minutes)

Paper 2. Elizabethan England 1558-88 and American West– Exam (1hr 45 minutes)

Paper 3. Germany 1918-39 – Exam (1hr 20 minutes)

Exams account for 100% of the final grade and will consist of short and long extended written answers.

Paper 1 is worth 30% of the final grade

Paper 2 is worth 40% of the final grade

Paper 3 is worth 30% of the final grade.

Progression/further study

A-Level History (see College prospectus or website for GCSE grade requirements). History teaches skills that are very valuable for the study of many subjects at a higher level. A-Level History is a preferred subject for many Law Degrees. A-Level History is well regarded by Universities as a challenge that prepares young people well for life and important careers. Many of our students continue their History studies at The Redhill Academy 6th form.

GCSE Religious Studies (AQA)

Mrs Pettifor

Course Outline

Are you interested in developing your skills in communication, debating, argument-construction and problem solving? Then GCSE Philosophy, Religion and Ethics is the perfect subject for you. It will give you skills in making decisions about moral problems, help you to become sure about your own ideas and be able to justify them clearly to others. Wouldn't you love the opportunity to debate and express your opinion about the most important issues in our world?

This course explores the most important questions humankind has asked since the beginning of time, it explores varying responses, and it gives you the chance to unpick them. The whole course focuses on our world socially, spiritually, physically and psychologically, how we respond to it and whether religious beliefs have something to offer in the 21st century.

The course is split into two clearly defined areas. Philosophy and Ethics. Ethics covers issues such as family life, punishment, crime, justice, terrorism, war, peace and the environment. If you want to develop your own views, express them and discuss them with others then this course is perfect. Philosophy is focused on the 'unanswerable' questions such as, why are we here, what happens when we die, does God exist and why do we experience 'evil' and suffering. We look at how humans respond to these questions and give you the opportunity to reflect and consider your own views.

Throughout the course, you will develop an understanding of two religions as well as non-religious views. The exam questions will focus on religious and non-religious views about moral issues and events. For example:

- How should we respond to terrorist threats?
- Is it ever right to go to war?
- What does family mean?
- How can we respond to the existence of suffering?
- Is it wrong to experiment on animals?
- Do we have the 'right to die'?
- Should we test on animals?
- How important is human life? Is it sacred?
- Is there a life after death?
- Where did life come from?

This course is beneficial for thinking, expressing, developing and broadening our worldview. It has plenty to offer for the 21st century.

Assessment

Assessment will be based on **two** 1hr 45 mins examinations during the summer of Year 11.

Progression/further study

A-Level Philosophy and Ethics (see College prospectus, Redhill Academy 6th Form, or website for GCSE grade requirements). Philosophy, Religion and Ethics can lead to careers in Criminology, Law, Journalism and Politics due to the nature of structuring arguments and the development of written communication. It is also useful for careers in medicine as we look at the ethical side of medicine such as animal testing and euthanasia.

GCSE Art (AQA)

Miss Stacey

Course Outline

If students are creative, enjoy experimenting with new techniques and are keen to work independently then the GCSE Art course is for them! Art at The Oakwood Academy provides students with the opportunity to explore new skills and materials whilst also developing their own artistic strengths and interests.

The course is broken down into two components: The Portfolio (Coursework) and the Externally Set Assignment (Examination).

At the start of Year 10, students will be provided with a teacher-led project theme/s in which they will explore drawing techniques, research artists and experiment with a range of mediums. Although the project titles are set by the teacher, students are expected to work independently and ultimately, as the course progresses, begin self-directing their work in terms of ideas and materials. Students will develop this coursework unit throughout Year 10 and complete this in the first term of Year 11 when they will create a 'final piece/s'.

The Externally Set Assignment begins in the January of Year 11 and work is carried out in lessons and at home. Students are given project titles to explore which are set by the exam board. These titles are broad and open and are designed to allow the students to develop their own ideas and work in an individual way. Students are required to produce a timed, supervised final piece/s for the project, which is carried out in the classroom over 10 hours.

Throughout the course, students will be provided with the opportunity to experiment with a range of materials, techniques and skills including drawing, painting, collage, printmaking and photography. Students will also be given the chance to attend a gallery/museum trip as part of the course to broaden their knowledge and understanding of artwork and artists.

Assessment

All work produced for the Portfolio and for the Externally Set Assignment is supported by research which is intended to inform a student's own practical studies. Students will need to discuss this research along with their own thoughts and opinions through annotation notes in their sketchbook, but there is no written exam in GCSE Art.

The Portfolio is worth 60% of the final GCSE grade and the Externally Set Assignment is worth 40%. Assessment for both components is based on the following criteria:

- Developing ideas and investigating the work of artists, art movements and cultures.
- Recording relevant ideas and observations through drawing, photography and annotation.
- Refining ideas by experimenting and using appropriate resources, media, materials, techniques and processes.
- Creating a personal final piece (or pieces).

Progression/Further Study

Arts/Media/Graphics courses at College and University. The Creative Industry is still one of the UK's fastest growing sectors of employment. Students who choose to study GCSE Art could go on to explore careers in architecture, illustration, jewellery making, photography, scenic design, teaching and tattoo artistry, as well as in advertising and the media.

GCSE Drama (Edexcel)

Miss Eames

Course Outline

Drama is both a written and practical subject and is assessed in both areas, broken down into three components for the overall GCSE. You need to be comfortable in front of an audience, be able to work with others and be confident in your writing.

Students will learn how to devise and present a performance. Students will focus on acting and staging skills that are needed to put a piece of drama on the stage; how to create characters, how to act as characters in different performances; and learn many techniques that will enable them to identify with many different roles and portray them confidently. Students will be encouraged to see as many theatre shows as they can and explore and evaluate a selection of plays and performance texts through written reflections, essays and structured questions.

Assessment

Component 1 - Devising – Coursework (30%) Create and develop a devised piece from a given starting point. Written evidence analysing and evaluating the process – 2000 words maximum.

Component 2 – Two performances from a published script – Assessed by Visiting Examiner (30%) Perform two key extracts from a published performance text, this will be a group performance and a monologue or duologue.

Component 3 – Written Examination – (40%) 1 hour 30 minutes.

Section A – Exploration of a set text. Students will be asked to answer questions on how they would direct and perform scenes of this text. They will act as a director, designer and performer.

Section B – Live Theatre Review. Two 15 mark question focusing on reviewing a piece of live theatre. Students will be taken to see a performance to aid them completing this task.

Progression/further study

Drama, Performing Arts, Media, Theatre Studies, Creative writing, Production Design, from A-level to Post Graduate at College and University.

Having a performing arts qualification is highly desirable to both future education pathways and employers. This is because it clearly shows that the individual has strong team work and communication skills, is confident to deliver information and presentations to others and has the resilience required to master a skill.

GCSE Music (Eduqas)

Mr Blundell

If you already play an instrument or sing, you can develop your skills and get a GCSE out of it! If you don't already play an instrument or sing, you can take the opportunity to learn new skills which could stay with you for life. If you already enjoy writing your own music or songs, you can use this ability and experience towards your GCSE. If you are a creative person who wants to learn to make music, this course will give you that chance. If you love listening to music, and can spot all the details, sing every riff and "air-drum" every beat you have already developed some of the abilities you need.

Course Outline

The Eduqas GCSE Music course has three components: Performing, Composing and Appraising (Listening.) The following information gives you a summary of what you will complete.

Component 1 Performing 30% Teacher assessed

A minimum of two pieces, lasting a total of 4-6 minutes, recorded in the year of assessment: One piece must be an ensemble (group piece) lasting at least one minute One piece linked to an Area of Study (see below). Grade 3 music is the standard level and can score full marks if played perfectly. You can use any instrument or voice, or choose a technology option.

Component 2 Composing 30% Teacher assessed

Two pieces: One in response to a brief set by the exam board – there are 4 to choose from each year. One free composition – ANY style you want to write in.

Component 3 Appraising 40% Externally assessed examination

Listening examination based on the following areas of study:

AoS 1 Musical Forms and Devices (including a set work*)

AoS 2 Music for Ensemble

AoS 3 Film Music

AoS 4 Popular Music (including a set work*)

*A set work is a piece of music which everybody has to learn about. There is one short classical piece and one Rock/pop song.

What skills will I gain?

Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and presentation skills. Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too. You will gain a deep understanding of a number of transferable skills and practice applying these to new situations, developing analytical and problem solving skills. Through studying music, you will be equipped with the skills to succeed in your next steps.

Progression/further study

A-level/BTEC Level 3 at College followed by Bachelor of Arts/Masters/Postgraduate and University. Many organisations target graduates from Performing Arts courses. The skills taught can lead to jobs in music production, music composition, performing, teaching, sound engineering, music therapy, radio, theatre work, as well as events management, community arts projects and arts administration.

GCSE Computer Science (OCR)

Mr Gauvain

Course Outline

The OCR GCSE in Computer Science course teaches students the basics of how computer works. One key aspect is to learn coding, with the following key concepts taught and practiced: sequence, iteration, selection, functions, 2 dimensional lists and file operations. The theory of the following topics is also covered: system architecture, networks, data representation, databases, simple search and sort algorithms, testing and defensive design, ethical and legal considerations.

To succeed, students should have enjoyed the challenge of finding the right combination of instructions to give to the computer to get it to perform the desired task – as practiced during the coding units they did in year 9. The willingness to “get stuck in”, to try different code, to get clues from error message and then to modify the code accordingly and to try again is a contributing factor to students performing well in this subject.

Assessment

There are two units, each worth 50% of the final grade:

Unit 1: Computer systems.

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

Unit 2: Computational thinking, algorithms and programming

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments

Progression/further study

This course will enable students to proceed to qualifications at Level 3 and potentially Higher Education, including A-Level Computing. Along with many different careers including App development, programmers and network managers / technicians.

GCSE Business Studies (Edexcel)

Mr Gauvain & Ms Byrne

Course Outline

Students will follow the GCSE Business Studies Course from Edexcel. It gives budding young business men and women the opportunity to study aspects which underpin the fundamentals of owning, running or operating within a business. It enables students to use an enquiring and critical approach to distinguish facts and opinions, build arguments and form judgments to acquire entrepreneurial success. The course allows students to analyse what makes a successful business and use mathematics to calculate overheads, profits, breakeven points and make financial decisions

It also allows students to look at national and global businesses and what makes them successful as well as how different stakeholders interact with businesses. The course comprises **two units** as described below.

Unit 1 Investigating Small Businesses

The unit concentrates on the key business concepts, issues and skills involved in starting and running a small business. It allows students to explore core concepts through the lens of an entrepreneur setting up a business.

The key topic areas that will be looked at are:

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

Unit 2 Building a Business

This unit examines how a business develops after the initial start-up phase. It focuses on the decisions, business concepts and issues used to grow the business. Students will look at marketing, operations, HR and finance.

The key topic areas are:

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

Assessment

The Business Studies GCSE is assessed by **two** exams, each worth 50% of the qualification.

Unit 1 – A 90-minute examination, split into 3 sections. Where you will be required to calculate, explain and justify responses

Unit 2 – A 90-minute examination, split into 3 sections. Where you will be required to calculate, explain and justify responses

Progression/further study

Students have a range of options after GCSE for example A-Level Business, vocational courses, apprenticeships or work experience placements.

GCSE Design and Technology (AQA)

Mr Davey

Course Outline

The design and technology GCSE qualification offers students the opportunity to develop knowledge and understanding across a broad spectrum of practical disciplines, techniques and technologies.

The design and technology qualification will support students in their pursuit of a creative field at further education and opens a range of doors leading to job prospects, but not limited to: Carpentry, plumbing, electrician, construction, graphic design, game design, interior design, architecture and product design.

Students studying this qualification will be introduced to the Core technical principles of Design – these principles will teach pupils to develop their technical drawing and creative thinking skills. In addition, the course will allow pupils to improve their practical machinery and tool skills.

Core technical principles – new and emerging technologies, energy storage and generation, modern and smart materials, mechanical devices, materials and their working properties.

Students will address these through working with a selection of materials. These being: papers and boards, timber, metal based materials, polymers, textile based materials, electronic and mechanical systems.

Specialist technical principles - selection of materials or components, forces and stresses, ecological and social footprint, scales of production, sources and origins, using and working with materials, stock forms, types and sizes, specialist techniques, surface treatments and finishes.

Designing and making principles - environmental, social and economic challenge, the work of others, design strategies, communication of design ideas, prototype development, selection of materials and components, tolerances, material management, tools and equipment, techniques and processes.

Pupils are given a specialist creative design challenge as part of their Non-Examination Assessment (NEA) which gives creative ownership to design and make a product that answers one of 3 design themes. Real life solutions to real life problems. The two-year course will provide students with the practical and theoretical knowledge ready to complete the NEA and the end of year exam.

Assessment

Non-exam assessment (NEA): 30–35 hours approx., 100 marks, 50% of GCSE

Written exam: 2 hours, 100 marks, 50% of GCSE

Progression/further study

This GCSE will enable students to proceed to qualifications at A-Level and Level 3 vocational qualifications in Design and Engineering, providing a pathway to Higher Education or modern apprenticeships.

Students wishing to go on to study the following should consider this GCSE as part of their option choices: engineering, game design, architecture, web-design, construction, electrical engineering, graphic design, interior design, illustration, fashion design and civil engineering.

Hospitality and Catering - Technical Award Level 2 (Eduqas)

Mrs Clark

Course Outline

This course will develop students' knowledge and understanding of the Hospitality and Catering sector and provide them with opportunities to develop associated practical skills. Hospitality and catering is a dynamic, vibrant and innovative sector delivering vital jobs, growth and investment in the heart of our local communities - important culturally, socially and economically. This course covers the hospitality and catering industry and hospitality and catering in action.

Students will study the following topic areas, which are made up of two units.

Unit 1: The Hospitality and Catering industry

You will:

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

Unit 2: Hospitality and Catering in action

You will:

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

Assessment

You will be assessed through a written examination and an assignment.

Unit 1 will be assessed through an exam, which is worth 40% of your qualification.

In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.

Progression/further study

This course enables students to access similar course at post-16 level 3, including Hospitality and Catering Level 3.

Career Opportunities

Professional or private chef, concierge, front of house manager, housekeeper, catering business operator; delivery, events, hospitality business owner, food writer; write cookbooks, food journalism; food TV, magazines, food stylist, food media, marketing and PR, recipe / product development; for cookbooks, restaurants, supermarket.

Sports Studies - Cambridge National Level 2 (OCR)

Miss MacNaughton

Course outline

The Cambridge Nationals in Sport Studies offer learners the chance to develop different types of skills through largely practical means; communication, problem solving, team working, evaluation and analysis, performing under pressure, and formulating written findings from practical investigation are all transferable skills which can be learned and assessed through this qualification and utilised in many other educational and employment settings.

This qualification has been designed with practical and engaging ways of teaching in mind and enable learners to:

- Develop a range of skills through involvement in sport and physical activity in different contexts and roles
- Develop their ability to apply theoretical knowledge to practical situations
- Increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.

Assessment

R051: Contemporary issues in sport (mandatory unit, written paper -1 hour)

Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.

R053: Sports leadership (optional unit, centre assessed tasks)

Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions. Afterwards they review their performance.

R054: Sport and the media (optional unit, centre assessed tasks)

Students explore the relationship between sports and the media: how sport uses the media to promote itself and the media uses sport to expand and maintain uptake of its products. They look at the differences in sports coverage across a range of media outlets and over time and the effect that media has had on public interest and involvement in sport.

Progression/further study

The Physical Education option provides a solid basis for students who wish to study BTEC Level 3 Extended Diploma in Sport. With the growing popularity of Health & Leisure sector, Physical Education is seen as the ideal stepping stone towards professions such as Physiotherapist, Personal Training, Sport Development Officers, Teaching, Coaching and Performance Analysts.

Health and Social Care - Cambridge National Level 2 (OCR)

Mrs Perry

Course Outline

This vocational qualification is aimed at students who wish to work in the health and social care sector or simply feel they would benefit from gaining the experience and understanding that the course offers.

The qualification is made up of three units focusing on the assessment of knowledge, skills and practices related to health and social care services and the health and well-being of individuals. This qualification will also help learners develop independence and confidence to use skills relevant to the health and social care sector which can then be used in other life and work situations.

Assessment

Students are required to complete and achieve in all three units.

R032: Principles of care in health and social care settings

This unit is assessed by an exam. In this unit students will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include the rights of service users in health and social care settings, person-centred values, effective communication in health and social care settings and protecting service users and service providers in health and social care settings. This unit makes up 40% of the overall grade.

R033: Supporting individuals through life events

This unit is assessed by a Set Assignment. In this unit students will learn about growth and development through the life stages. They will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include the life stages, the impacts of life events and sources of support. This unit makes up 30% of the overall grade.

R034: Creative and therapeutic activities

This unit is assessed by a Set Assignment. In this unit students will research therapies and learn about how they can benefit people. They will also learn about the benefits of creative activities and will plan and deliver a creative activity to a group or individual. Topics include therapies and their benefits, creative activities and their benefits. This unit makes up 30% of the overall grade.

Progression/further study

As well as the course content, students will be given the opportunity to explore career options within the health and social care sector and will be supported in their decision-making regarding post 16 choices. These choices could include-

BTEC Level 3 Health and Social Care
CACHE Children's Care, Learning and Development
NVQ Levels 2 and 3 in Health and Social Care

Possible career paths include health care worker, nurse, social worker, nursery nurse, carer or early years' classroom teacher however this course is not just suitable for students wishing to have a career in the health and social care sector. This course allows students to gain vital skills that are necessary when working with others and therefore can be applied to many other vocations.

Child Development and Care in the Early Years (CACHE Level 2 Tech Award)

Mrs Perry

Course Outline

The Level 1/2 Technical Award in Child Development and Care in the Early Years (birth to 5 years) is designed for students who want an introduction to child development and care in preparation for employment or further study. This qualification offers breadth and depth of study which incorporates a key core of knowledge and opportunities to acquire a number of practical and technical skills delivered through vocational and project-based elements. The study of child development and care in the early years involves gaining an understanding of child development, influences on a child's development, care routines, early years provision, legislation and the role of observations and planning.

Assessment

The qualification has 2 assessments which are externally set by the exam board.

Teaching content for both assessments will include the following topics:

- Holistic child development
- Factors that influence a child's development
- Care routines and activities to support a child
- Regulation, policies and procedures in the early years
- Expectations of an early years practitioner
- Roles and responsibilities within early years settings
- The importance of observations in early years childcare
- The purpose of planning in early years

Assessment 1 is completed in the form of a portfolio of work generated from a range of assessment tasks that demonstrates achievement of all content areas. Assessment tasks will allow students to respond to real-life situations that they may face when in employment. This assessment will form 50% of the overall grade.

Assessment 2 is a written examination which consists of a variety of assessment questions including multiple-choice, short-answer and extended response questions. This will enable students to demonstrate their breadth of knowledge and understanding of the subject and ensure achievement at the appropriate level. This assessment will form 50% of the overall grade.

Progression/further study

As well as the course content, students will be given the opportunity to explore career options within the early years sector and will be supported in their decision-making regarding post 16 choices. Post 16 choices could include-

Level 3 applied generals in:

-Early years, childcare and education or Health and social care

Level 3 technical level qualifications, including T Level programmes, allow for entry to the workforce and higher education – opportunities are available in Education and Childcare, Health and Social Care, and Health Science.

Students could also progress onto an apprenticeship within the early years sector. Possible career paths include nursery nurse, carer or early years' classroom teacher.

Guided Choices Evening
Tuesday 1st April 2025 – 4pm to 7pm

Teacher Appointments

These can be made with Maths, English and Science teachers for parents evening meetings as usual via School Cloud from 4pm to 7pm.

Guided Choices Evening Subject Information Stalls

All subjects will be based in A block from 4pm to 7pm where you can walk around and visit to find out what you need to know about each guided choices subject.

Presentation: “How does the Guided Choices process work at Oakwood?”

There will be a presentation by Mr. Wylie in the Bleacher Hall to explain the Guided Choices process. This will take place at 5pm and will be repeated at 6pm. Please be in the Hall 5 minutes before the start time.

Subject Contacts

Miss Sanderson – English	Mrs Chapman – Maths
Mr Bradbury – Science	Mrs Smith – History
Mr Wood – Geography	Mrs Pettifor – Religious Studies
Mr Cunningham – Spanish and French	Miss MacNaughton – Sport Studies
Miss Eames – Drama	Mr Blundell – Music
Miss Stacey - Art	Mrs Clark – Hospitality and Catering
Mr Davey – Design and Technology	Mr Gauvain – Business Studies, Computer Science
Mrs Perry - Health and Social Care and Child Care	

Mr Gilbert – **Head Teacher** and Mr Wylie – **Deputy Head Teacher**

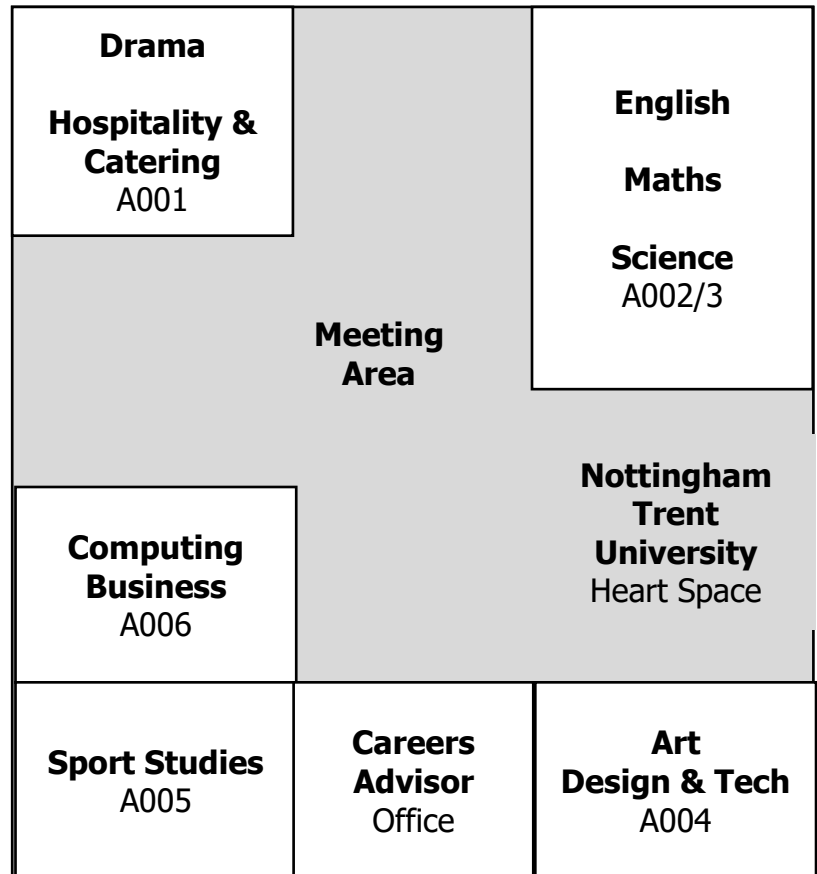
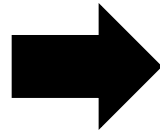
Mrs Holt, from our **SEND team**, is based in the **Upstairs Office**.

Miss Koppoe, our **Careers and Post-16 advisor**, is based in the **Downstairs Office**.

Nottingham Trent University will be in the **Heart Space**.

**A Block
Downstairs**

Entry through
double doors



**Guided Choices
Evening
Subject Map**



**A Block
Upstairs**

Entry through
either end
staircase

