

Oasis Academy Shirley Park

Options Information Pack

2019-2020



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Changes to GCSES and approved qualifications

What are the changes to GCSES and approved qualifications?

This is a great time of change for GCSES and other qualifications, with new specifications, new assessments and new grading systems. This booklet will hopefully explain to you these changes.

What are the new GCSES and approved qualifications?

New GCSES and approved qualifications began in 2015, and have now been rolled out across all subjects. This means that the subjects studied have new specifications, which can be very challenging. These new specifications tend to have more exams and less coursework/controlled assessments (although this is not always the case- please see the subject information for more details about this). They are also graded differently. Students no longer get a letter from A*-G, they now get a number from 9-1 (please see the diagram for a comparison the old and new grading systems). Most exams take place in the Summer term of year 11, unless stated otherwise in the booklet.

New GCSE Grading Structure									
9	8	7	6	5	4	3	2	1	U
				← 4 = C →					
A*		A	B	C	D	E	F	G	U

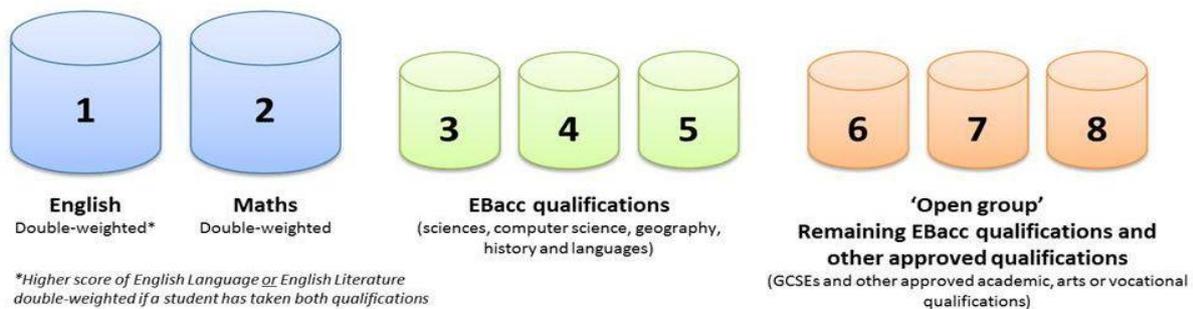
What is Progress 8?

Progress 8 is the new assessment measure set out by the government. Schools and students are no longer judged on whether they achieve 5 or more GCSES at Grade C or above, but on their progress across 8 subjects. Progress 8 requires students to have:

- Grades for English and Maths (which each are double weighted and count as 2 subjects for Progress 8 purposes).
- 3 subjects from the “EBACC group” (Sciences, History, Geography, Modern Foreign Languages e.g. French or Science, and Computer Science).
- 3 subjects from the “open group”, which must be selected from the Department of Education’s list of approved qualifications (which also includes EBACC subjects that have not already been used in the “EBACC option”).

From this, a score is calculated which measures students’ progress since primary school. For example, a Progress 8 score of 0 would mean a pupil made expected progress; a score of 1 would mean a pupil made a grades more progress across their subjects than expected.

Progress 8 measure



Our option blocks are designed to give students the best chance of getting the best Progress 8 score, whilst meeting the government’s curriculum requirements. **All** of the subjects we offer (not just GCSES!) are approved and count towards this score. You can read more about the subjects we offer later!

The options process at Oasis Shirley Park

The option choices here at Oasis Shirley Park reflect the need for the students to achieve a minimum of 8 good qualifications based on the Progress 8 measures, and will give students the choice to continue their studies post 16 and have a full range of choices for their future, including University and Apprenticeships.

The table below outlines all of the options:

1	English	Compulsory
2	Maths	Compulsory
3	Science	Compulsory
4	Humanities	Choice of one option from below: <ul style="list-style-type: none"> • Geography • History
5	Modern Foreign Languages	Choice of one option from below (if both currently studied- you can only select languages you have previously studied at key stage 3): <ul style="list-style-type: none"> • French • Spanish
6	PE/Dance	Physical education at KS4 compulsory, as outlined by the government. However, we offer a choice of one option from below: <ul style="list-style-type: none"> • PE • Dance
7	Other options	Choice of one option from below: <ul style="list-style-type: none"> • Art • Business • Music • Drama • Media • Sociology

The process for options remains online, using our PAM online system. Once you have received your login information, you can follow the instructions on the following pages to make your selections. This must be completed by **Friday 3rd May 2019**.

Once selections are made, we will begin generating class lists and timetables for next year, which will then be discussed with Subject Leaders and the Head of Year to ensure students are on the courses that give them the best chance of success.

Whilst we cannot guarantee that all students will get their first choices in all areas, we do our very best to give students the options they have selected. Once options are confirmed and checked, students and parents will then be informed of the subjects students have been enrolled onto, and should receive this information in June. Students will begin their course at the start of year 9. If you do have any further questions, please contact Mrs Bromwell, Head of Year 8, via the school number (020 86560222) or via email (trudi.bromwell@oasisshirleypark.org).



How to make your options online

1. Go to this webpage <https://osp-oasis.mosspam.org/index.php>
2. Click on the PAM Parent link on the page.
3. Enter **username** and **password** that is on the sheet and click login
4. Enter a valid **e-mail address**. You will get a verification e-mail sent to this e-mail account.
5. Login to **your e-mail** account and click on the verification link that PAM has sent to you. This link will take you back to the PAM login page and you will be asked to reset your password to something more memorable.
6. Once you have successfully logged in you will be presented with this screen:



Year 9 GCSE Options September 2019

Welcome to Oasis Academy Shirley Park year 9 online option process.
 Every student will be studying **English Language, English Literature, Maths and Combined Science** (Equivalent to two GCSE's) by default.
 In addition to these core subjects your son/daughter needs to select one subject from each of the following option blocks to study for their GCSE exams.
 The option choices are as follows:
French, Spanish or both. If you choose both subjects please write in the comment section which subject is preferred. Students must choose a language they have been studying previously.
Geography, History or both. If you choose both subjects please write in the comment section which subject is preferred.
Dance or PE
 You also have to choose one of the following subjects from the open option block.
Art, Business Studies, Drama, Media and Music.
 The open option block is repeated five times to allow you to rank the subjects based on your preference.
 When you have completed picking the options you need to submit the form to complete this process.

Yours sincerely,
Helgi Schram
 Academy Data Lead

Please select 8 subjects minimum and 10 maximum (8 subject left)

7. Each option block is presented in a single column like this

Subject	Modern Foreign Languages(1) i	Humanities(1) i	Dance/PE(1) i	Other Option First Choice(1) i	Other Option 1st Reserve Choice(1) i	Other Option 2nd Reserve Choice(1) i	Other Option 3rd Reserved Choice(1) i	Other Option 4th Reserved Choice(1) i
Art (Ar)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business S (Bs)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dance (Da)			<input type="checkbox"/>					
Drama (Dr)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French (Fr) <input type="checkbox"/>								
Geography (Gg)	<input type="checkbox"/>							
History (Hi)	<input type="checkbox"/>							
Media Stud (Mm)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music (Mu)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P.E. (Pe)			<input type="checkbox"/>					
SPANISH (Sp) <input type="checkbox"/>								

8. You need to select one subject from each column by clicking in the relevant box:

Subject	Modern Foreign Languages (✓) i	Humanities (✓) i	Dance/PE (✓) i	Other Option First Choice (✓) i	Other Option 1st Reserve Choice (✓) i	Other Option 2nd Reserve Choice (✓) i	Other Option 3rd Reserved Choice (✓) i	Other Option 4th Reserved Choice (✓) i
Art (Ar)						<input checked="" type="checkbox"/>		
Business S (Bs)				<input checked="" type="checkbox"/>				
Dance (Da)			<input type="checkbox"/>					
Drama (Dr)								<input checked="" type="checkbox"/>
French (Fr)	<input checked="" type="checkbox"/>							
Geography (Gg)		<input type="checkbox"/>						
History (Hi)		<input checked="" type="checkbox"/>						
Media Stud (Mm)					<input checked="" type="checkbox"/>			
Music (Mu)							<input checked="" type="checkbox"/>	
P.E. (Pe)			<input checked="" type="checkbox"/>					
SPANISH (Sp)	<input type="checkbox"/>							

9. You can only select two subjects in the **Modern Foreign Languages** and **Humanities** columns. If you choose to select two options in either of these columns, please state your son/daughters preferred subject in the comment box.

Subject	Modern Foreign Languages (✓) i	Humanities (✓) i	Dance/PE (✓) i	Other Option First Choice (✓) i	Other Option 1st Reserve Choice (✓) i	Other Option 2nd Reserve Choice (✓) i	Other Option 3rd Reserved Choice (✓) i	Other Option 4th Reserved Choice (✓) i
Art (Ar)						<input checked="" type="checkbox"/>		
Business S (Bs)				<input checked="" type="checkbox"/>				
Dance (Da)			<input type="checkbox"/>					
Drama (Dr)								<input checked="" type="checkbox"/>
French (Fr)	<input checked="" type="checkbox"/>							
Geography (Gg)		<input checked="" type="checkbox"/>						
History (Hi)		<input checked="" type="checkbox"/>						
Media Stud (Mm)					<input checked="" type="checkbox"/>			
Music (Mu)							<input checked="" type="checkbox"/>	
P.E. (Pe)			<input checked="" type="checkbox"/>					
SPANISH (Sp)	<input checked="" type="checkbox"/>							

10. Once you have selected all the options including the four reserve choices (in ranked order from most desirable to least) in the “**Other Option block**”, you can add any comments and feedback in the comments box.

if you have any questions or comments about this process please write these in the box provided below.

Remaining: 249 word(s)

11. Please make sure that you click on the “**Submit Form**” button to complete the process.

12. This must be completed by **Friday 3rd May 2019**.

English (GCSE)

Aims of the course

English Literature:

This course encourages 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. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

Students will be encouraged to:

- Read a wide range of classic literature fluently and with good understanding, and make connections across their reading.
- Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.
- Develop the habit of reading widely and often.
- Appreciate the depth and power of the English literary heritage.
- Write accurately, effectively and analytically about their reading, using Standard English.
- Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

English Language:

This specification should encourage students to: read fluently and write effectively. They should be able to demonstrate a confident control of Standard English and they should be able to write grammatically correct sentences, deploy figurative language and analyse texts.

Students will be encouraged to:

- Read a wide range of texts, fluently and with good understanding.
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing.
- Write effectively and coherently using Standard English appropriately.
- Use grammar correctly, punctuate and spell accurately.
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

In addition, they must enable students to:

- Listen to and understand spoken language, and use spoken Standard English effectively. The Spoken Language endorsement will be reported on as part of the qualification, but it will not form part of the final mark and grade.

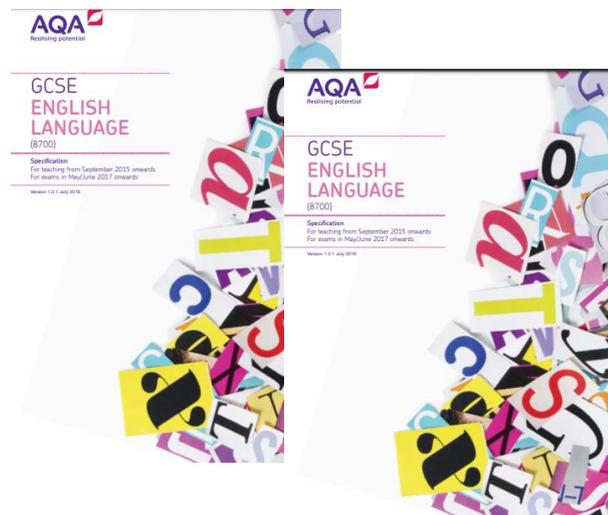
Exam board

AQA (9-1).

Topics

Literature:

- Shakespeare's Romeo and Juliet
- Dickens' A Christmas Carol
- Priestley's An Inspector Calls
- Power and Conflict Poetry Anthology



Language:

- Creative and rhetorical writing
- Unseen structural, language, comparative and critical analysis.

Skills required

Ability to read and comment on a range of complex texts

Examinations

Literature:

Paper 1: written exam (1 hour 45 minutes; 40% of overall grade)

- Section A: essay on Shakespeare’s R&J
- Section B: essay on the 19th Century Novel – Dickens’ A Christmas Carol

Paper 2: written exam (2 hour 15 minutes; 60% of overall grade)

- Section A: closed book essay Priestley’s An Inspector Calls
- Section B: closed book essay on Power and Conflict Poetry
- Section C: unseen poetry essay and unseen poetry comparison

Language:

Paper 1: written exam (1 hour 45 minutes; 50% of overall grade)

- Section A (reading): one literature fiction text
- Section B (writing): descriptive or narrative writing

Paper 2: written exam (1 hour 45 minutes; 50% of overall grade)

- Section A (reading): one non-fiction text and one literary non-fiction text
- Section B (writing): writing to present a viewpoint

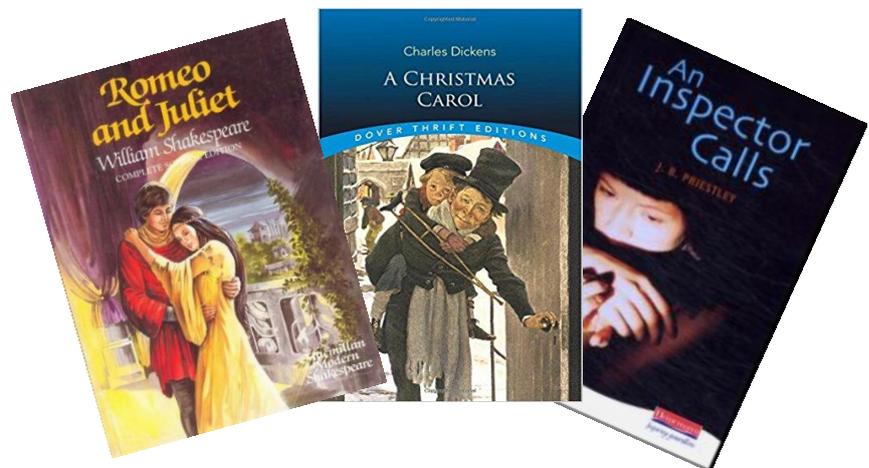
Useful resources

See teachers for revision guides and core texts

Read everything, all the time: books, poems, and newspapers. See teachers for age related reading lists.

Future pathways

- Script writer
- Advertising
- Poet
- Media print / screen
- Director
- Spy
- Blogger
- Foreign Office
- Journalism
- Law
- Copywriter
- Creative designer
- Writer



Mathematics (GCSE)

Aims of the course

GCSE Maths aims to give students a clear understanding of concepts in maths and use the skills that they have learnt in a variety of real world applications. Problem solving and reasoning are vital to success in the course and will help set students up for their future careers.

Exam board

AQA (foundation or higher).

Skills required

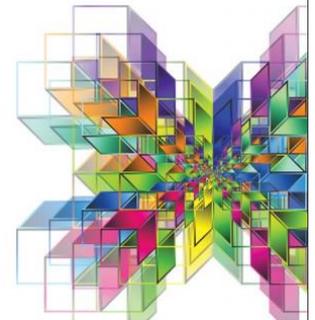
Maths requires a range of skills that fall into three categories:

- Computational skills: remembering facts, formulas and calculating sums.
- Reasoning: explaining *why* an answer is, or is not, correct.
- Problem solving: applying what you know to real world situations.

Topics

The course is split into 5 topic areas (although more challenging questions can involve more than one topic area at a time):

- Number
- Ratio and Proportion
- Algebra
- Geometry
- Probability and Statistics



Examinations

One non-calculator exam: written exam (1 hour 30 minutes; 33.3% of overall grade)

Two calculator exams: written exams (1 hour 30 minutes; each are worth 33.3% of overall grade)

The exams have no other requirements – any topic could come up in each of the exams!

Useful resources

Students are strongly encouraged to purchase a CGP revision guide through the maths department. We provide PIXL maths app access for free which can be downloaded onto a phone, tablet or desktop as an alternative, and BBC bite size remains an excellent source of information.

Future pathways

Most jobs require a GCSE in mathematics and many 6th forms only accept students who have passed (with at least a level 4). The higher paper prepares students to study maths at A level (which is offered at Oasis Shirley Park), and this can be studied at University. Careers closely linked to Maths include:

- Engineer
- Computer programmer
- Doctor
- Banker
- Accountant
- Scientist

Science (Combined GCSE)

Aims of the course

Combined science is a double award, so you get two GCSE qualifications! The course covers the three science disciplines of biology, chemistry and physics. Students are awarded a grade based on their overall performance across these three disciplines. The course aims to give students a firm grasp of a broad range of scientific knowledge and to develop their investigative and practical skills across the 18 core practicals.

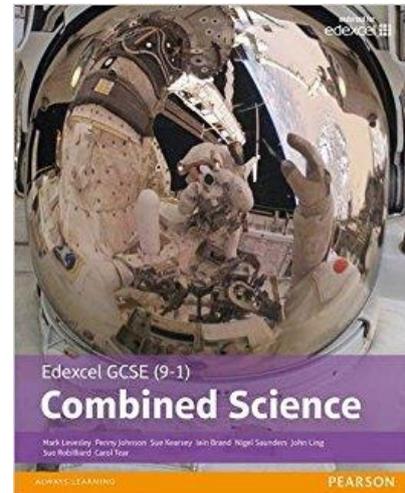
Exam board

Edexcel (foundation or higher).

Skills required

Science is a demanding course that requires students to be able to remember a wide range of content across different topics. Putting time into revising information and concepts is the first step to being able to select and apply information to understand and explain why things happen.

Students will also be expected to be able to explain practical procedures and interpret and process the results of them using their scientific knowledge. GCSE level maths skills are required and there is a reasonable level of cross over with the maths curriculum.



Topics

Biology: The course is underpinned by key ideas around cells, different ways substances are transported and the role of enzymes. These are developed further through the study of plant and animal biology with topics including:

- Cell division and reproduction.
- Health and fighting disease.
- Circulation and respiration.
- Transport in plants.
- Material cycles.

Chemistry: The key ideas in chemistry are the largest part of the course including ideas around the structure of the atom, the periodic table and types of bonding. These are developed further by the exploration of topics like:

- Rates of reaction.
- Reactivity.
- Chemical groups.
- Electrolysis.

Physics: Has a large amount of applied mathematics including skills around recognising equations, using units and converting using the idea of scale. The course looks at types of energy, the concept of “doing

work” and how these ideas relate to how we observe the world behaving. Students also study topics such as radiation, to gain a more rounded understanding of how atoms behave and their structure.

Coursework

Science no longer contains coursework elements but students are required to understand and complete 18 practicals over the three years of the course.

Examinations

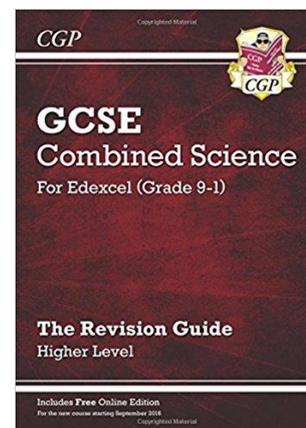
Two chemistry papers: written exams (combined they are worth 33.3% of the overall grade).

Two biology papers: written exams (combined they are worth 33.3% of the overall grade).

Two physics papers: written exams (combined they are worth 33.3% of the overall grade).

Useful resources

Students are strongly encouraged to purchase a CGP revision guide through the science department. We provide doddle GCSE access free as an alternative and BBC bite size remains an excellent source of information.



Future pathways

Most jobs with a practical or mathematical aspect require a GCSE in science. Shirley Park offers A-level’s in all three sciences and a combined science A Level equivalent, which prepare students for studying science further at University. Careers closely linked to science include:

- Doctor.
- Engineer.
- Forensic scientist.
- Nurse.
- Pharmacist.
- Psychologist.
- Plant geneticist.
- Research scientist.



Geography (GCSE)

Aims of the course

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). 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.

Exam board

AQA Geography B (9-1).

Skills required

The geography specification builds on literacy and numeracy skills throughout. The course also helps to develop key geographical skills which are used for assessment, including decision-making, analysis and evaluation skills.

Examination and topics

Paper 1 - Living with the physical environment

Written exam: 1 hour 30 minutes, 88 marks, 35% of GCSE

- A: The challenge of natural hazards
- B: The living world
- C: Physical landscapes in the UK

Paper 2 - Challenges in the human environment

Written exam: 1 hour 30 minutes, 88 marks, 35% of GCSE

- A: Urban issues and challenges
- B: The changing economic world
- C: The challenge of resource management

Paper 3 - Geographical applications

Written exam: 1 hour 15 minutes, 76 marks, 30% of GCSE

- A: Issue evaluation
- B: Fieldwork

Useful resources

Textbooks and revision resources will be available to support learning.

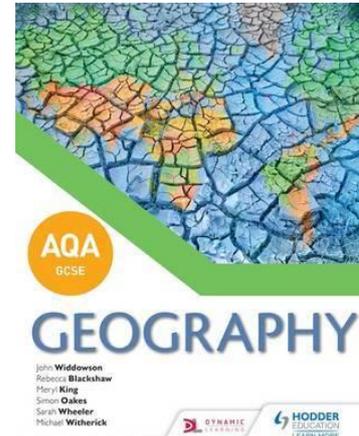
Exciting opportunities

Students will have the opportunity to complete compulsory physical and human fieldwork during the course. In addition, there will be opportunities for further fieldwork. Last year, students visited Iceland!

Future pathways

The GCSE course supports progression to A Level, as the compulsory and optional topic content gives students the opportunity to lay a foundation of knowledge and understanding that can be further developed at A Level. It also provides skills which can be further developed on BTEC National courses such as Travel and Tourism or can be used in other vocational or work based placements.

Geography provides a solid foundation in a range of different skills, which are highly valued by employers and can therefore lead to a wide range of job opportunities.



History GCSE

Aims of the course

GCSE History is an integral subject for any pupil wishing to further their knowledge of the world we live in today. By addressing and answering some of the most important questions of the past – such as ‘How did the world come to the brink of nuclear destruction in the 1960’s? or; ‘Why do we no longer torture and execute criminals’ – pupils will develop a critical understanding of both past and present.

From verbal contributions and written responses, to analytical skills and critical evaluations of the past, pupils will be consistently challenged throughout their three years studying History, setting them up well for further and higher education.

The aims of the course are very simple; to get pupils engaged in interested in the subject, to allow pupils to develop a rigorous understanding of history, and to equip students with skills that allow them to be successful in the future. As such, it is the ideal subject for anyone looking for a challenge and hoping to be interested by their GCSE options!

Exam board

Edexcel (9-1).

Skills required

The most important thing to consider when deciding whether you are going to choose to take GCSE History is whether or not you enjoy the subject. Having said this, there are some key skills that you will need in order to be a successful historian. Historians should have the ability to ask big questions about events that they have studied, as well as question the sources that they use.

Examinations and topics:

Paper 1: Thematic study and historic environment: written exam (1 hour 15 minute; 30% of overall grade).

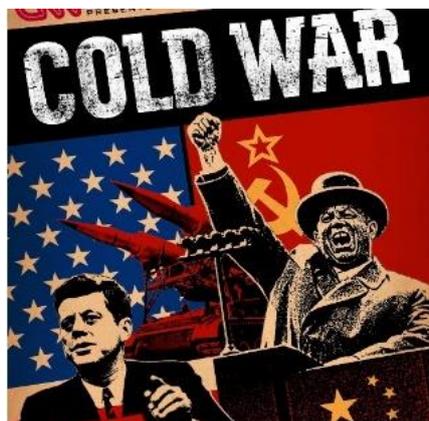
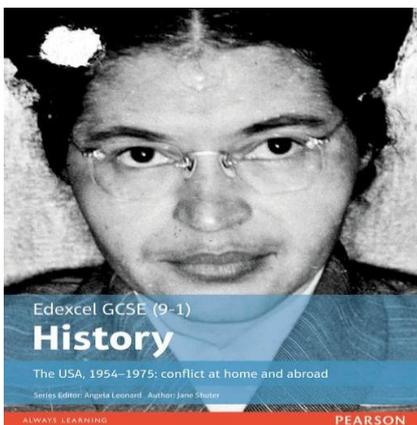
- Crime and punishment in Britain (c1000–present).
- Whitechapel (1870-c1900): crime, policing and the inner city.

Paper 2: Period study and British depth study: written exam (1 hour 45 minutes; 40% of overall grade).

- The reigns of King Richard I and King John (1189–1216).
- Superpower relations and the Cold War (1941–91).

Paper 3: Modern depth study: written exam (1 hour 20 minutes; 30% of overall grade).

- The USA (1954–75) conflict at home and abroad.



Useful resource

Throughout the GCSE course, students will be given weekly resources to help with their learning. As year 11 approaches, students will be given revision guides for each of the topics studied. These revision guides are carefully tailored to suit the needs of individual classes, and to encourage independent revision amongst students. Additionally, there are online and application resources that can further support your child's learning, and teachers will provide students with access to these

Exciting opportunities

As a History department we have regularly offered overseas trips to students who study our subject. Last year, this included a trip to Poland and a visit to the Auschwitz concentration camp. This trip allowed pupils to uncover more about one of the greatest tragedies in human history, and piece together their own understanding of how an event like the Holocaust could have happened.

This year, we ran a trip to New York and Washington. Here, pupils were given the opportunity to visit various famous landmarks, as well as experience the history and culture of a country that is studied in depth in GCSE History.

Future pathways

GCSE History supports a progression to A Level by laying a foundation of knowledge and understanding that can easily be further developed.

The skills and knowledge gained from studying History are transferable to a number of occupations and university courses. Pupils that have studied History are equipped with skills that often help them progress into jobs in careers including:

- Journalism
- Law
- Business
- Politics
- Archaeology
- Marketing
- Teaching.



French (GCSE)

Aims of the course

GCSE French helps students develop their language skills in a variety of contexts and a broad understanding of the culture of countries and communities where French is spoken. It encourages enjoyment of language learning and the recognition that language skills enable students to take their place in a multi-lingual global society.

Exam board

AQA GCSE (9-1).

Skills required

Above all, good communication skills are essential to language learning but more than anything a willingness to make an effort, accept that mistakes will be made and keep trying in spite of the challenges is essential. A good language learner will always accept the challenge, roll up their sleeves and, most importantly, will enjoy the challenge!

Topics

Students study all of the following themes on which the assessments are based:

- Theme 1: Identity and culture.
- Theme 2: Local, national, international and global areas of interest.
- Theme 3: Current and future study and employment.



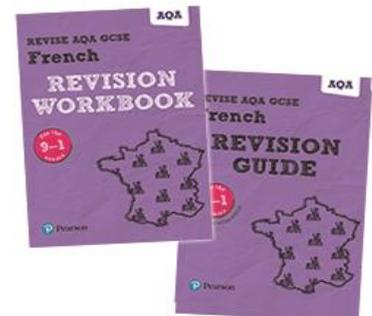
Examinations

Listening exam: understanding and responding to different types of spoken language (25% of overall grade).

Reading exam: understanding and responding to different types of written language (25% of overall grade).

Speaking exam: communicating and interacting effectively in speech for a variety of purposes (25% of overall grade).

Writing exam: communicating effectively in writing for a variety of purposes (25% of overall grade).



Useful resources

AQA Revision Guide French and Revision Workbook Grade 9-1 (available on amazon.co.uk for £5.99).

Future pathways

Languages offer a wide range of opportunities from using languages in: Travel, Tourism and Hospitality (pilot, stewards, travel agent, restaurant manager, hotel manager); in Interpreting and translating (legal interpreting, medical interpreting, TV, journalism, editing); in National Security (MI5, GCHQ); in Development and Business (lawyer, banker).



Spanish (GCSE)

Aims of the course

GCSE Spanish helps students develop their language skills in a variety of contexts and a broad understanding of the culture of countries and communities where Spanish is spoken. It encourages enjoyment of language learning and the recognition that language skills enable students to take their place in a multi-lingual global society.

Exam board

AQA GCSE (9-1).

Skills required

Above all, good communication skills are essential to language learning but more than anything a willingness to make an effort, accept that mistakes will be made and keep trying in spite of the challenges is essential. A good language learner will always accept the challenge, roll up their sleeves and, most importantly, will enjoy the challenge!

Topics

Students study all of the following themes on which the assessments are based:

- Theme 1: Identity and culture.
- Theme 2: Local, national, international and global areas of interest.
- Theme 3: Current and future study and employment.

Examinations

Listening exam: understanding and responding to different types of spoken language (25% of overall grade).

Reading exam: understanding and responding to different types of written language (25% of overall grade).

Speaking exam: communicating and interacting effectively in speech for a variety of purposes (25% of overall grade).

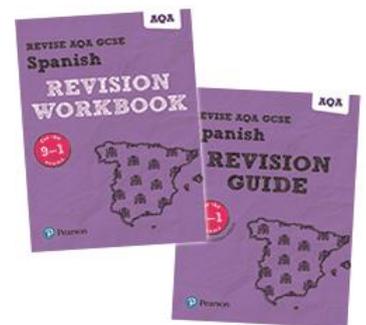
Writing exam: communicating effectively in writing for a variety of purposes (25% of overall grade).

Useful resources

AQA Revision Guide Spanish and Revision Workbook Grade 9-1 (available on amazon.co.uk for £5.99).

Future pathways

Languages offer a wide range of opportunities from using languages in: Travel, Tourism and Hospitality (pilot, stewards, travel agent, restaurant manager, hotel manager); in Interpreting and translating (legal interpreting, medical interpreting, TV, journalism, editing); in National Security (MI5, GCHQ); in Development and Business (lawyer, banker).



Dance Pathway 1 (GCSE)

Aims of the course

Inform your development as creative and artistic individual and broaden your aesthetic, social and cultural experience through a holistic engagement with dance.

Exam board

AQA (9-1).

Skills required

- Dedication.
- The ability to work independently and as a team.
- Creativity and technique.
- Organisation.
- The desire to succeed.

Topics

- Performance and choreography (see below)
- Dance appreciation. Six professional works are studied for this unit: A Linha Curva, Emancipation of Expressionism, Within Her Eyes, Artificial Things, Shadows and Infra.

Coursework

60% of the Dance qualification is coursework based. This includes two solo performances, one duet/trio and a piece of choreography:

- Performance (30% of overall grade)
- Choreography (30% of overall grade)

Examinations

Paper 1: Dance appreciation: written exam (1 hour 30 minutes; 40% of overall grade).

Students are examined upon their ability to critically appreciate their own work and dix set professional works.

Useful resources

Exam revision guides are provided.

Future pathways

- Further education/ higher education: Dance A Level is offered at our sixth form.
- Photographer/videographer.
- Teaching.
- Performing.
- Physiotherapy/Movement therapist.

Pathway selection

For students who Dance, a decision regarding the appropriate pathway (GCSE or BTEC) will be made by Subject Leaders and the Head of Year, based on prior attainment and to ensure each student has the best possible chance of success. Both of these pathways count towards the students' Progress 8 score.



Dance Pathway 2 (BTEC Level 2 Tech Award in Performing Arts)

Aims of the course

To develop key skills that prove learners' aptitude in performing arts, such as reproducing repertoire or responding to stimulus. Students will explore effective ways of working in the performing arts, such as development of ideas, rehearsal and performance.

Exam board

Edexcel (Level 2- equivalent to a GCSE).

Skills required

- Dedication.
- The ability to work independently and as a team.
- Creativity and technique.
- Organisation.
- The desire to succeed.

Topics

- Component 1: students will examine the work of professionals (any dance style) and then take workshops and classes to develop practical knowledge.
- Component 2: students will develop dance skills working toward showcasing these in a performance and then review their own development.
- Component 3: students will work in a group to create a performance from a brief. They will have to consider all aspects required to put on a performance.



Examinations and coursework

All performances (a group choreography, a performance piece inspired by a practitioner and an external unit) will be assessed in controlled examination conditions and sent to the moderator. There is no written exam, but there is a 1000 word written report under controlled exam conditions based on component 1.

Future pathways

- Further education/ higher education: Dance A-Level is offered at our sixth form.
- Photographer/videographer.
- Teaching.
- Performing.
- Physiotherapy/Movement therapist.

Pathway selection

For students who select Dance, a decision regarding the appropriate pathway (GCSE or BTEC) will be made by Subject Leaders and the Head of Year, based on prior attainment and to ensure each student has the best possible chance of success. Both of these pathways count towards the students' Progress 8 score. **Note:** students cannot select both Dance BTEC and Drama BTEC as they are different pathways of the same qualification.



PE Pathway 1 (GCSE)

Aims of the course

To develop knowledge, understanding, skills and values to develop and maintain performance in physical activities, develop understanding and knowledge of the human body and how it moves, and understand the benefits to health, fitness and well-being.

Exam board and topics

AQA (9-1).

Skills required

Skills required for the AQA GCSE PE course require strong practical performance in a range of different individual and team sports, analysis and evaluation skills, independent researching skills and the ability to present knowledge in a range of formats (PowerPoint, Word etc.).



Topics

- Applied anatomy and physiology.
- Movement analysis.
- Physical training.
- Use of data.
- Sport psychology.
- Social cultural influences.
- Health, fitness and well-being.

Practical performance and coursework

Practical performance: 30% of Overall Grade. Students will be assessed in a range of different individual and team sports such as, football, netball, basketball, table tennis, badminton, rock climbing, handball, rugby, boxing and swimming.

Coursework: 10% of overall grade. Students will be required to use analysis and evaluation of performance to bring about improvement in one activity.

Examinations

Paper 1: The human body and movement in physical activity and sport: written exam (2 hours; 30% of overall grade).

This exam will include knowledge of applied anatomy and physiology, movement analysis, physical training, use of data.

Paper 2: Socio-cultural influences and well-being in physical activity and sport: written exam (2 hours; 30% of overall grade).

This exam will include knowledge of sports psychology, social-cultural influences and health, fitness and well-being.

Useful resources

- GCSE – AQA GCSE PE textbook- AQA Physical Education Third Edition.
- <http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>
- <https://www.topendsports.com/>
- <https://www.bbc.com/education/subjects/znyb4wx>

Future pathways

PE can be studied further by selecting A Level PE or BTEC Sport Science (which we offer here at Oasis Shirley Park). There are also a range of Sport based university degree and master's courses.

This can lead on to various different careers, such as:

- PE teacher.
- Sports psychologist.
- Sports management.
- Coach.
- Physiotherapist.
- Sports biomechanics.
- Sports scientist.
- Professional athlete/performer.
- Semi-professional athlete/performer.

Pathway selection

For students who select PE, a decision regarding the appropriate pathway (GCSE or OCR Cambridge Nationals Sports Science) will be made by Subject Leaders and the Head of Year, based on prior attainment and to ensure each student has the best possible chance of success. Both of these pathways count towards the student's Progress 8 score.



PE Pathway 2 (OCR Cambridge Nationals Sports Science)

Aims of the course

OCR Cambridge Nationals Sports Science is a course that is available as a certificate, which is equivalent to a GCSE. This course studies the key areas of sport science, including: anatomy and physiology linked to fitness, health, injury and performance, the science of training and application of training principles and sports nutrition.

Exam board

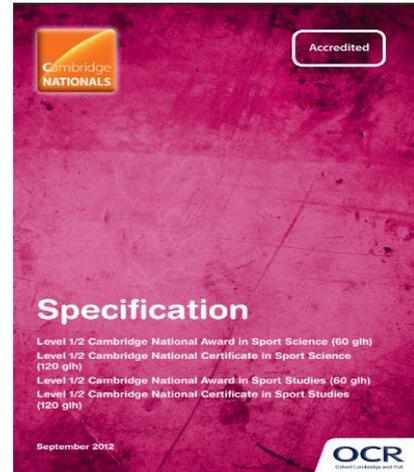
OCR Cambridge Nationals Sports Science (Level 2-equivalent to a GCSE).

Skills required

Skills required for the OCR Cambridge National course include analysis and evaluation skills, independent researching skills and the ability to present knowledge in a range of formats (PowerPoint, Word etc.).

Topics

- Sports nutrition
- Principles of training
- Technology in sport
- Reducing the risk of sports injuries



Coursework

There are three modules of coursework with a range of tasks; sports nutrition, technology in sport and principles of training. Each module is worth 25% of the overall grade.

Examinations

Paper 1: Reducing the risk of sports injuries: written exam (1 hour; 25% of overall grade; usually sat in Spring of year 11).

Useful Resources

- <http://www.ocr.org.uk/qualifications/cambridge-nationals-sport-science-level-1-2-j802-j812/>
- <https://www.topendsports.com/>,

Future pathways

PE can be studied further by selecting A Level PE or BTEC Sport Science (which we offer here at Oasis Shirley Park). There are also a range of Sport based university degree and master's courses. This can lead on to various different careers, such as:

- PE teacher or coach.
- Sports psychologist.
- Sports management.
- Physiotherapist.
- Sports scientist.
- Professional athlete/performer and semi-professional athlete/performer.

Pathway selection

For students who select PE, a decision regarding the appropriate pathway (GCSE or OCR Cambridge Nationals Sports Science) will be made by Subject Leaders and the Head of Year, based on prior attainment and to ensure each student has the best possible chance of success. Both of these pathways count towards the student's Progress 8 score.

ART and Design (GCSE)

Aims of the course

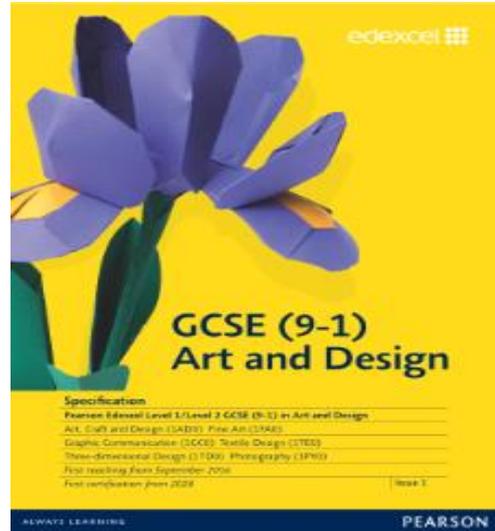
The GCSE Art and Design course has been designed to provide students with the opportunity to develop their knowledge skills and understanding of Art and Design learned at Key Stage 3. It is suitable for students who wish to develop their skills and interest in Art and Design and lays the foundation for post 16 studies.

Exam board

Edexcel (9-1).

Skills required

- An enthusiasm for the subject.
- The capacity to explore, investigate and develop ideas.
- The ability to develop artistic skills in a range of media.
- Independence and self-motivation is vital
- An interest in seeing works of art at first hand.
- The ability to meet deadlines and manage time effectively.
- The literacy skills necessary to present written ideas.



Coursework and examinations

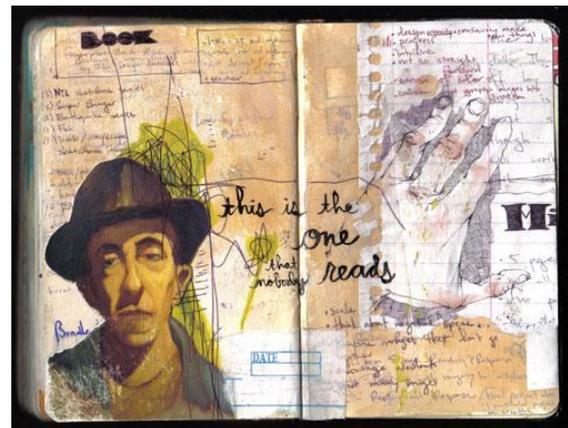
All students work from a given theme, which will initially be explored together; working from observation, researching artists, exploring materials and new techniques. Students then develop their own idea from the theme and produce a finished piece of work on a large scale. Over the course, two units of coursework are completed. Regular homework will be set and hardworking, enthusiastic students are welcomed onto this course.

Component 1: personal portfolio:

- 60% of the overall grade.
- Portfolio of work set and marked by the centre and moderated by Edexcel.

Component 2: externally set assignment:

- 40% of the overall grade.
- 10 hours practical exam.
- Work produced will be marked by the centre and moderated by Edexcel.



Throughout these assessment units, the following assessment objectives (AOs) will be examined:

- AO1: Develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding (25%).
- AO2: Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as their work develops (25%).
- AO3: Record in visual and/or other forms ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress (25%).

- AO4: Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements (25%).

Useful resources

London is a rich cultural capital full of galleries. Visit as many as possible for a fuller and more rounded knowledge and experience, where you will acquire skills and resources.

Exciting opportunities

Students will be working in a range of areas such as painting, drawing, photography, mixed media, ceramics, print making and computer graphics. They will learn to use sketchbooks to record, analyse and express ideas. They will be working on a variety of scales including large scale and three dimensional work.

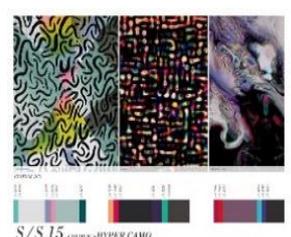
There are lots of opportunities to visits to art galleries and researching and explore ideas inspired by artists.

Future pathways

Skills in art can be developed further by selecting the subject at A Level, which we offer here at Oasis Shirley Park. We also offer A Level photography. These can be studied at University.

Anyone wanting a career in fine art, fashion and textile design, graphic design, communications, architecture, product and industrial design, interior design, web and new media design, photography illustration, merchandising, theatre and film design needs to do this course as a basic grounding in art and design.

- Set Designer.
- Animator.
- Textile design
- Product design
- Photography
- Graphic design
- Fashion
- Makeup
- SFX



Business (BTEC Tech Award in Enterprise Level 2)

Aim of the course

BTEC Tech Award in Enterprise Level 2 will prepare you to understand the characteristics of enterprise and the skills needed by entrepreneurs. You will explore the enterprise world from different points of view and develop new skills as you plan, pitch for and run an enterprise idea. You will weigh up arguments to make judgemental conclusions and solve problems using calculations and analytical skills in various enterprise contexts.

Exam board

Edexcel (Level 2- equivalent to a GCSE).

Skills required

Students will need to demonstrate communication skills, problem solving, critical thinking, numeracy, analytical and evaluation skills. Also having a critical interest in the wider world by reading and watching relevant material e.g. The Guardian, BBC News, TV documentaries and TED talks about business videos, etc.

Coursework and topics

There are two internally assessed assignments and one externally assessed task:

Component 1: Exploring enterprise: internally assessed assignment (30% of overall grade):

- The characteristics of enterprises.
- How market research helps enterprises meet customer needs.
- Competitor behaviour.
- The factors that contribute to the success of an enterprise.
- Success of SMEs.

Component 2: Planning for and running an enterprise: internally assessed assignment (30% of overall grade):

- Explore ideas for micro enterprise activity.
- Plan for a micro enterprise activity.
- Pitch for a micro enterprise activity.
- Operate a micro enterprise activity.
- Review the success of a micro enterprise activity.

Examination and topics

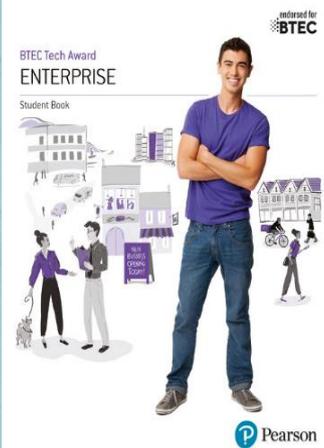
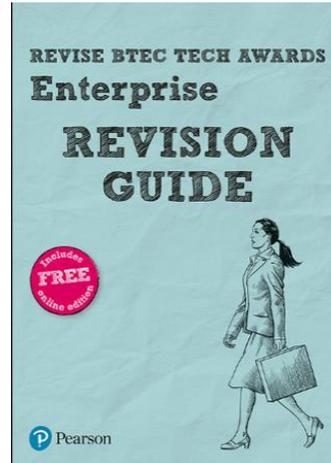
Component 3: Promoting and finance for Enterprise: written exam (2 hours; 40% of overall grade; usually sat in Summer of year 10):

- Elements of promotion and financial records.
- Promotional and financial information.
- Connections between different factors influencing a given enterprise.
- Ways for a given enterprise to improve its performance.



Useful resources

- BTEC Tech Award Enterprise Level 1/ 2 student book.
- Revise BTEC Tech Award Enterprise Revision Guide.
- www.tutor2u.net
- www.bbcbitessize.co.uk
- <https://www.ted.com/topics/business>
- Wider reading and watching the news: business and economics focused -newspapers and magazines; TV documentaries and TED talks about business videos



Exciting opportunities

As part of our out of classroom activities in the business department, we have regular trips to visit exiting and interesting businesses such as the world leading financial, accounting and law firms in the City of London for example: UBS, Barclays, Goldman Sachs, Clifford Chance, PwC (PricewaterhouseCoopers).

We also attend workshops at the Bank of England, the Branding Museums and Chelsea FC. This year, we ran an overseas trip to Washington DC and New York.

Future pathways

The BTEC Tech Award Enterprise course will help you prepare for further vocational and academic study at Level 3, as well as apprenticeships and traineeships. The skills developed will also prepare you for A level study. You will develop the required skills to make decisions, solve problems, understand finance, communicate and work as part of a team.

It may also lead eventually to work in a business and/or economics related profession, such as:

- Accountancy
- Law.
- Business management
- Investment.
- Project management.
- Banking.



Drama (BTEC Level 2 Tech Award in Performing Arts)

‘Drama gives you the imagination to be someone else, the flexibility to work in any situation and a quiet compassion for the difference of others.’

Katie Mitchell, OBE, acclaimed theatre director and practitioner (interview at National Theatre, 2019)



Aims of the course

Drama is an exciting, inspiring and above all practical course. This subject offers a broad and coherent course of study which enables learners to apply knowledge and understanding when making, performing and responding to drama. This will include exploring and practically enacting a range of performance texts. The course will enable you to understand the social, cultural and historical contexts of theatre across several periods developing a range of theatrical skills

and applying them to create performances. The specification promotes involvement in and enjoyment of drama, as performers and/or designers. Drama can not only give you three years minimum to practice the ability to be creative but offers you a thousand opportunities to step through doors that would be otherwise closed. There is a tendency to believe that drama is only for those wish to be actors, but this is incredibly wide of the mark. You are not learning how to act (although the course can support you in doing so). You are building a skillset (confidence, resilience, critical analysis, problem solving, citizenship and many more) that you cannot buy or suddenly manufacture when you get older.

Exam board

Edexcel (Level 2- equivalent to a GCSE).

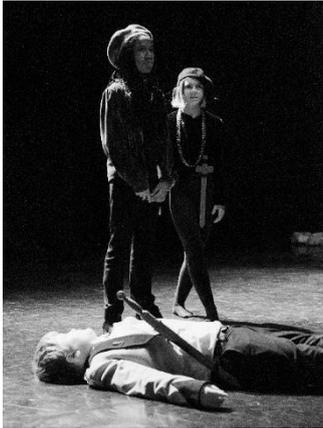
Skills required

- Work collaboratively to generate, develop and communicate ideas.
- Have a passion and enthusiasm for performing and creative arts
- Have a critical eye for communicating meaning through performance

‘Drama opens up new possibilities both socially and professionally leading to exciting new experiences’ - Caleb Gibbons, Year 10

‘Drama can help you be more confident and explore and discover talents you never thought you had and help give you a voice’ - Aaron Makanda, Year 10





Topics

Students will dive into a history of theatre and performance, from the Ancient Greeks up to film and TV of the modern age. They will study a range of performers and styles; visually seeing them in action, critically evaluating and then innovatively recreating. Skills for approaching text and interpreting character from page-to-stage will be developed over the three years through scene study and looking at different performance styles and their approach to text. Students will also focus on creating their own pieces of theatre from a stimulus which has already been introduced in their experience of drama so far.

Assessment

- Component 1: students will examine the work of professional actors and then take workshops and classes to develop practical knowledge. Internally assessed. 30% of total grade.
- Component 2: students will develop acting skills working toward showcasing these in a performance and then review their own development. Internally assessed. 30% of total grade.
- Component 3: students will work in a group to create a performance from a brief. They will have to consider all aspects required to act out a performance. Externally assessed 40% of total grade.

Useful resources:

- BTEC Performing arts textbook
- The complete Stanislavski toolkit (Bella Martin)
- The complete Brecht toolkit (Stephen Unwin)
- National Theatre Archive- You can book in to view any performance that has ever been shown at the National theatre. This is a hub of creative ideas waiting to be mined.

Exciting opportunities

Students will have the opportunity to perform in nationally co-ordinated performances (Shakespeare for Schools Festival/National Theatre Connections). There will be many opportunities each year to take leading roles in school productions as actors, stage managers, directors and designers. Additionally, the course provides opportunities to attend live theatre performances and potential trips abroad to see theatre in different cultures. **Note:** students cannot select both Drama BTEC and Dance BTEC as they are different pathways of the same qualification.

Future pathways

The communication skills focussed on in drama are helpful in nearly every form of employment imaginable. As this is a practical course, it does open doors on to some exciting creative careers:

- Actor
- Director
- Designer
- Teacher
- Play/screen writer
- Advertisement/marketing



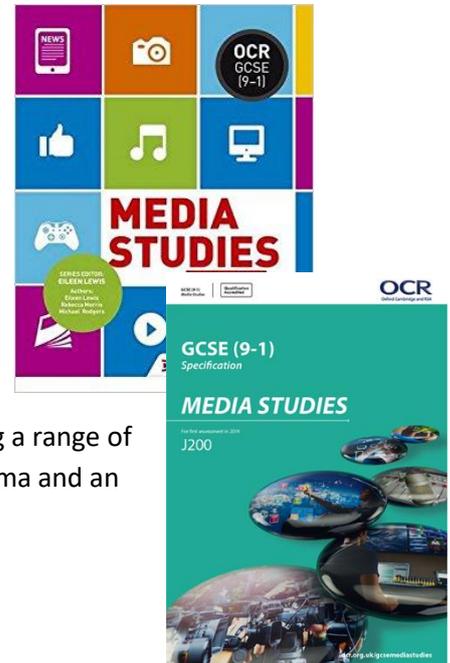
Media Studies (GCSE)

Aims of the course

To acquire knowledge and understanding of a range of important media issues by develop appreciation and critical understanding of the media and their role both historically and currently in society, including culture and politics. You will also develop practical skills by providing a creative media production.

Skills required

Media studies is a truly contemporary subject which is relevant to all our of our lives. The media saturates everything we do in the developed world of the 21st century. GCSE media studies is perfect for students who are very good at analysing concepts and are good at remembering a wide range of content. A strong grades in English are important for success on the course.



You will also need to have a creative spark, as your work will involve creating a range of media platforms including magazines, opening sequence for a television drama and an online website.

Exam board

OCR GCSE (9-1).

Topics

Theory is worth 70% of the overall course, and the following topics are studied:

- Television: Cuffs, series 1, episode 1, BBC1; The Avengers, series 4, episode 1, ITV.
- Advertising and marketing: The Lego Movie poster campaign and UK TV trailer.
- Film: The Lego Movie film.
- Video games: The Lego Movie video game.
- Magazines: MOJO magazine.
- Music video: Mark Ronson and Bruno Mar, Uptown Funk; Beyoncé , If I Were a Boy.
- Radio: The Live Lounge, BBC Radio 1.
- Online, social and participatory media: The Observer/Guardian website and social media.
- Newspapers:- Two contemporary front covers of The Observer and the front covers of The Observer 30 October 1966.

Coursework

NEA (non-exam assessment) is worth 30% of the course. The creative media production is given to pupils on the 1st March of every year.

The specification task will change each year but will be always be on one of the four following platforms. (all work must be original and not be taken from the internet):

- Brief 1: Print: Including three pages of a particular magazine genre for a given target audience.
- Brief 2: Visual: An opening scene for a TV soap opera or an advert for a particular genre and target audience.

- Brief 3: Video: an opening for a music video (two minutes) for a particular genre and target audience.
- Brief 4: Online, social and participatory: a homepage and a linked page for a website for a particular genre and target audience.

Examinations

Paper one: Television and promoting media: written exam (1 hour 45 minutes including 30 minutes viewing time; 35% of overall grade).

Paper two: Music and news: written exam (1 hour 15 minutes; 35% of overall grade).

Useful resources

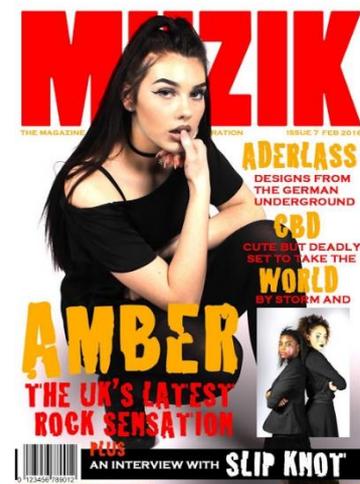
Students are advised to purchase a copy of OCR GCSE (9-1) Media Studies, Second Edition Student Book. Other resources include Media Studies BBC Bite size and the resource pack provided by the Media teacher.

Future pathways

Oasis Shirley Park offers Media Studies as an A-Level and it can also be studied further at University.

Careers closely linked to the subject include:

- Television/film/video producer
- Web content manager
- Multimedia specialist
- Social media manager
- Programme researcher, broadcasting/film/video
- Public relations officer
- Journalist
- Media planner



Music (RSL Level 2 Certificate in Music Performance)

Aims of the course

Music is one of the most exciting choices available going into Year 9. From organising/performing in talent shows to performances in Paris, music students are given unique opportunities to learn, develop and enjoy music in a way no other course can offer. By choosing this vocational music course, you join a strong community of engaged pupils who are passionate about creating music.

Our Music course is so much more than just working in a classroom... as a music student, you will get a lot of choice and will be given a lot of independence. This will allow you to pursue your personal music ambitions and help develop independent working skills.

Exam board

RSL Music Performance for Music Practitioners (Level 2- equivalent to a GCSE).

Skills required

- A passion and commitment to music.
- Independent skills and self-motivation.
- Ability to take on criticism and feedback.
- Willingness to perform in front of others.
- Literacy skills necessary to plan/evaluate work.



Our pupils and their talent, commitment and passion for music is what allows us to provide such an exciting course. If you have these attributes, you will be a real asset to the Music department and, by taking full advantage of these opportunities, contribute so much to your school.

Topics

You will be trained to plan, rehearse, perform and review a set based on your musical interests. This will include a key focus on the following areas of your development which will both prepare you for a future career in the music industry and provide you with key transferable skills which will support in your future choices:

- Musical: e.g. fluency, accuracy, expression, confidence.
- Technical: e.g. professional technique on chosen instrument and/or voice.
- Interpersonal: e.g. teamwork, cooperation, communication.
- Self-management: e.g. focus, organisation, planning, meeting deadlines.
- Health and safety: e.g. preventing accidents, working carefully, analysing risks.

Coursework

Unit 229: Rehearsal Skills:

- 40% of the qualification.
- Assignment to plan, rehearse and evaluate a set of rehearsals.
- Work set and marked by the centre and moderated by RSL.

Unit 230: Live Performance

- 40% of the qualification.
- 20 hours controlled assessment: assignment to plan, perform and evaluate a live performance.
- Work set and marked by RSL.



Unit 208: Music Style Development

- 20% of the qualification.
- Assignment to present on the musical development of a chosen style.
- Work set and marked by the centre and moderated by RSL.

Useful resources

Visit the following website for more details on the course: www.rslawards.com/vocational/music-practitioners

Exciting opportunities

The Music Department at Oasis Academy Shirley Park prides itself on the wealth of exciting opportunities it provides for our talented young people. This is fuelled by our extensive instrumental, vocal and rap tuition programme and ensembles such as Steel Pans and our award-winning Rap Club.

We have recently featured on stages such as Wembley Arena and Disneyland Paris, recorded a session for BBC Radio 1 Live Lounge and won a number of national competitions, providing our students with unique experiences to build confidence and develop key life skills.

Future pathways

Quotes from our current/previous students:

"I have developed in unimaginable ways. I have discovered my potential and my talents in music and I am reaching further. I have met a couple of amazing talented artists which has encouraged me and pushed me into new limits. I hope to enforce these new talents in the upcoming year."

"I aim to discover about new musical styles and incorporate them into my musical playing. I plan to go to Brit School, learn new musical skills and apply them to my production skills when working with new and upcoming artists."

Alumni of the RSL vocational courses include Ed Sheeran, Jess Glynne and Takeover Entertainment.

Students who have studied this course continue to become:

- Producers.
- Songwriters.
- Session musicians.
- Music therapists.
- A and R coordinators.
- Club DJs.
- Radio DJs.
- Recording engineers.
- Music teachers.
- Directors.



Sociology GCSE

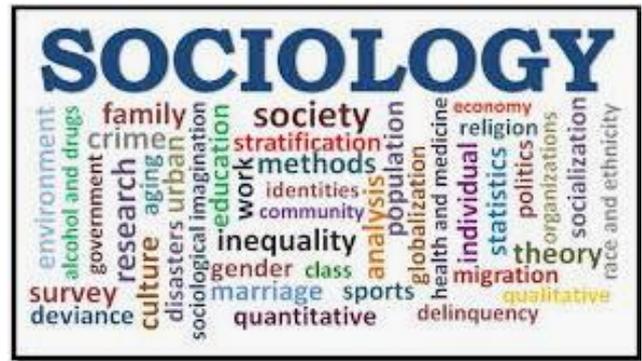
Aims of the course

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.



Exam board

AQA (9-1).

Skills required

- Draw on information and evidence from different sources and demonstrate the ability to synthesise them
- Analyse and evaluate information and evidence presented in different written, visual and numerical forms
- Explore and debate the issues in society
- Construct reasoned arguments and debates, make substantiated judgements and draw conclusions
- An enthusiasm for the subject.
- Literacy skills necessary to present written ideas.

Topics

Students will draw on information and evidence from different sources and demonstrate the ability to synthesise them. Students will use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgements and draw conclusions. This will be achieved through the study of the following thematic topics: families, education, social stratification and crime and deviance.

Examinations

Paper 1 written exam (1 hour 45 minute; 50% of overall grade).

- The sociology of Family
- The sociology of Education

Paper 2: written exam (1 hour 45 minutes; 50% of overall grade).

- Social Stratification in society
- The sociology of Crime and Deviance

Useful resources

Students are advised to purchase a copy of AQA GCSE (9-1) Sociology, Student Book. Other resources include Sociology BBC Bite size and the resource packs provided by the Sociology teacher.

Future pathways

GCSE Sociology supports a progression to A Level by laying a foundation of knowledge and understanding that can easily be further developed.

The skills and knowledge gained from studying History are transferable to a number of occupations and university courses. Pupils that have studied Sociology are equipped with skills that often help them progress into jobs in careers including:

- Journalism
- Law
- Business
- Politics
- Social work
- Marketing
- Teaching.
- Criminology

