



Ousedale School
Aspire | Believe | Achieve

Key Stage 4
Options Information
2020-22

Dear Parents

In September 2020 your son/daughter will be embarking on their Key Stage 4 Level 2 courses leading to GCSE and vocational qualifications. In Year 10 all students will study a compulsory core of:

- ❖ English Language/English Literature
- ❖ Mathematics
- ❖ Science
- ❖ Physical Education and/or Religious Studies

Outside the core curriculum, we believe it is important that they continue to study a broad and balanced range of courses as this will give them access to a greater range of careers and subjects post -16. In addition the following subjects are taught across the curriculum, in tutor time and on 'Ace' Days.

- ❖ IT
- ❖ Personal & Health Education
- ❖ Spiritual, Moral, Social and Cultural
- ❖ Careers
- ❖ Citizenship
- ❖ Enterprise

There are a number of people students can turn to for help and advice in the school:

- ❖ Form Tutor
- ❖ Subject teachers for advice on a specific subject
- ❖ Pastoral Academic Leaders – Mrs Clark (NP) Mr Wilcox (Olney)
- ❖ Deputy Headteacher – Mr Whiting

At Ousedale School we fully advocate the 'right student on the right course' philosophy. In order to provide fully for all of our students we offer a range of academic (GCSE) and vocational (BTEC/VCERT) courses. ALL OF THESE ARE **LEVEL 2** COURSES.

In addition, to help inform their decision making, the DfE have stated that students who secure good GCSE passes in English, mathematics, the sciences (x2) including Computing, a modern foreign language and a humanities subject (history or geography) will achieve the English Baccalaureate (EB).

Completion of the EB is **not** part of the entry requirements for Ousedale 6th Form, however there are positive messages coming out of Higher Education institutions about the subjects included in the EB as facilitating subjects and therefore this may be a significant factor in their decision making.

The EBacc is made up of the subjects which are considered essential to many degrees and open up lots of doors.

Research shows that a pupil's socio-economic background impacts the subjects they choose at GCSE, and that this determines their opportunities beyond school.

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and Maths.

We **encourage students who have a passion in a particular area of the curriculum to support their application with evidence**. This could take the form of a letter, photographs or a project that has been completed. We may also meet with students who choose these courses to ensure they will suit their learning style, interests and aspirations.

Courses will be available in September 2020, but can be dependent upon sufficient demand, a specialist teacher, and campus provision. If students choose a course which has to be cancelled, we will offer alternatives. Where courses are over-subscribed, or staff feel a student may benefit from a different route at Key Stage 4, they may have to accept another choice.

Completed option preference forms must be returned to Form Tutors by **Friday, 3rd April 2020**. Decisions will be made early in the summer term.

What should they be thinking about when making their decision?

- ❖ Which subjects do I enjoy?
- ❖ Which subjects am I best at?
- ❖ What subjects will help my careers choice?
- ❖ Why am I making this choice?
- ❖ What do I really know about the course?
- ❖ How much coursework is involved in this course?
- ❖ What combination of subjects will give me greatest flexibility later?

Yours sincerely

Mr Whiting
Deputy Headteacher

Student Guide to Courses

CORE SUBJECTS

	Page No.
English Language and Literature	5
Mathematics	6
Physical Education (Core)	8
Religious Studies	9

	Page No.
Triple Science	10
Combined Science	10

Ebacc Option

	Page No.
French	20
Geography	21
History	24
Spanish	32

Option 1

	Page No.
Geography	21
History	24
Spanish	32
Art	12
Computer Science	14
Hospitality & Catering	25
Music	27
Photography	28
BTEC Digital Information Technology	26
BTEC Enterprise	18
BTEC Health & Social Care	23
VCERT Health & Fitness	22

Option 2

	Page No.
Geography	21
History	24
Art	12
Business	13
Design Technology	15
Drama	16
Music	27
Physical Education	29
OCR Engineering Manufacture	17
Food Preparation & Nutrition	19

Combined Science Additional Option

	Page No.
Geography	21
History	24
VCERT Health & Fitness	22
OCR Engineering Manufacture	17
BTEC Health & Social Care	23
Physical Education (Core)	8
Religious Studies	9

English

QUALIFICATION: GCSE English Language
GCSE English Literature

EXAMINING BOARD: AQA

DIRECTOR OF ENGLISH: Mrs J Bazzone

Introduction to Course

All students will follow a unified course in English Language and English Literature, which will lead to the award of two separate qualifications. You will be asked to read and to respond to a variety of literary texts and will continue to be asked to write appropriately and accurately for a wide range of tasks. In lessons you will be required to work in pairs and in groups as well as on your own and to develop your powers of speaking and listening effectively. At all times we will want you to support your views with firm evidence from the materials we ask you to study and we hope that you will find this process exciting and challenging - a firm preparation for further study and for life. As both GCSE courses will be assessed with 100% examination, there will be regular opportunities to re-visit texts throughout the two years.

Course Content

During the course you will:

- Read modern and pre-20th century novels, poems and a Shakespeare text;
- Respond to a range of non-fiction texts from the 19th, 20th and 21st Century;
- Work, talk, discuss, problem-solve in pairs and small groups.

Wider reading, done in class and at home, is an essential feature of the course and one of the best ways for you to improve the standard of your work. All spoken language assessments (speaking and listening) is assessed as an additional endorsement to your GCSE qualifications.

Course Assessment

English Language Course	English Literature Course
100% Exam	100% Exam

Mathematics

QUALIFICATION: GCSE Mathematics

EXAMINING BOARD: AQA Higher
OCR Foundation

DIRECTOR OF MATHEMATICS: Mrs D Barker

Introduction to Course

All students follow a mathematics course covering number, algebra, geometry, measures and statistics. The mathematics course has an emphasis on problem-solving, functionality and mathematical thinking. There will be questions in the examinations on applying and using mathematics to solve problems, and some questions will be set in contexts that students should be expected to deal with in the real world. Students might be asked to answer questions on, for instance, decorating a room or designing a garden; or perhaps paying bills or sorting out rotas for shop staff.

The syllabus covers:

- Working with numbers and the number system
- Fractions, decimals and percentages
- Ratio and proportion
- Expressions and equations
- Sequences and linear functions
- Solving problems with algebra
- Properties of angles and shapes
- Geometrical reasoning and calculation
- Measures and construction
- Mensuration
- Graphical methods
- The data handling cycle
- Data collection
- Data presentation and analysis
- Data interpretation
- Probability

This specification in mathematics should enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
- students should be aware that mathematics can be used to develop models of real situations and that these models may be more or less effective depending on how the situation has been simplified and the assumptions that have been made. Students should also be able to recall, select and apply mathematical formulae.

Students will be entered for the final examinations at Foundation or Higher level. GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier.

Paper 1 is a non-calculator paper.

Paper 2 is a calculator paper.

Paper 3 is a calculator paper.

Each exam is 1 hr 30 mins long and contributes 33⅓% to the final Mathematics GCSE assessment.

Each paper has a mix of question styles, from short, single-mark questions to multi-step problems.

The table below show the approximate weightings for each topic area for the overall tier of assessment

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

The mathematical demand increases as a student progresses through the paper.

All students should have a scientific calculator, protractor and compasses for use in lessons and in the examinations. Suitable calculators and geometry sets are on sale in the finance office.

There is no controlled assessment for Mathematics GCSE.

Physical Education (Core)

HEAD OF DEPARTMENT: Mr R Vanstone

Introduction to Course

We encourage students to be actively involved in Core PE throughout Year 10 and 11; we feel it is a vital part of students' wellbeing for both their physical and mental health. We would encourage students who have opted for an examination in PE or Health and Fitness to still be involved in Core PE as it focuses on practical participation, movement and working with others.

The PE department at Ousedale value the importance of students being involved in the lessons as much as possible and if injured we still expect students to bring kit and get changed as per the PE policy, so we can adapt and engage them within the lesson to a suitable level.

We believe as a non-examined aspect of their curriculum it is a chance to enjoy a variety of activities, and hopefully a chance to de stress from the pressures of Year 10 and 11 in a supportive environment. We see this as natural extension from the work completed at lower school in Year 7-9.

Our main aim is to help students find a home in sport that hopefully they will continue to take part in when they leave Year 11. It is vital students participate in physical activity to remain healthy and active through this important time of their lives.

We try to structure the choice of sports or activities around two concepts; Healthy Active Lifestyle e.g. fitness, recreational activities and Competitive Sports e.g. games based focus on rules, tactics and leadership. We then try to structure the PE curriculum to suit the students within each group so they can access physical activities they enjoy doing.

A sample of activities which they may participate in are listed below:

Football / Rugby (Tag Rugby) / Badminton / Basketball / Hockey / Netball / Softball / Cricket / Rounder's / Handball / Fitness / Tennis / Squash / Dodgeball / Benchball / Athletics / Endzone games/ Circuits/ Aerobics/ Yoga/ Tchoukball/ Fitness.

Every Student needs to bring full PE kit to lessons as per the school policy and ensure they are safe and ready to take part.

Students will study each activity in depth over a half term block for Year 10 and Year 11. Many students will be able to use this time to further enhance GCSE PE practical grades and VCERT Sport criteria. Students will have the opportunity to act in other roles in sport not just a performer such as a coach or an official at times.

The main aims of the PE Department within the framework are:

1. Students have the opportunity and choice to continue to enjoy physical activity both now and in the future through life long participation.
2. Students will benefit from a wide choice of activities but if they feel there is a particular activity they would like to participate in and then there are many extracurricular activities at lunchtime and after school and we can offer guidance on local clubs.
3. To provide after school, national and local fixtures against other schools in a wide variety of activities.
4. Encourage students to be independent and develop important social skills such as teamwork / leadership / coaching and being resourceful.

Religious Studies

QUALIFICATION: GCSE Religious Studies (B – Beliefs in Action)

EXAMINING BOARD: Edexcel

HEAD OF DEPARTMENT: Miss K Wilkins

Introduction to Course

Students are entered for the full course in GCSE Religious Studies.

The aim is for students to reflect on some of the big questions surrounding our moral behaviour. The result should be an open-minded and enquiring approach to life, people and moral issues. The lessons will involve plenty of discussion and students will be encouraged to appreciate others' views while developing their own opinions. This GCSE is a critical investigation into the religious beliefs and practices of Christianity and Islam, which will be taught with equal weighting. Students will start by studying the fundamental Christian and Muslim beliefs in Year 9 looking at belief in God and a Christian approach to the ethical issue; Marriage and the Family. Students will look at Christianity in year 10 based upon principles of practice and festivals whilst looking at the second ethical issue of Matters of Life and Death. Half way through Year 10, students will begin their study of Islam including belief in God, living the religious life based upon Islam practices and Muslim views on two ethical issues; crime and punishment and peace and conflict. Content from all of the GCSE will be needed for the final examinations.

Course Content:

Over the 2 year course of study students will cover various perspectives, focussing on Christianity and Islam based upon the following moral issues:

Religion and Ethics - Christianity

Belief in God
Marriage and the Family
Living the religious life
Matters of life and death

Religion, Peace and Conflict – Islam

Belief in God
Crime and punishment
Living the religious life
Peace and conflict

Assessment:

The course is externally assessed and is 100% examination based at the end of Year 11. Students will sit two examinations at the end of Year 11. Paper 1 will be focussed on Religion and Ethics – Christianity and paper 2 will be Religion, Peace and Conflict – Islam. Each paper is worth 50% of the final grade and there are certain elements that a student must incorporate into their short, medium and longer answers. There are two questions on each paper whereby SPaG is assessed on the 12 mark answers.

In accordance with the 1988 Education Act, parents have the right to withdraw their son/daughter either wholly or partly from Religious Studies. Should this be the case, parents should put this in writing to the school, though a discussion in the first instance would be welcomed.

Science

Triple Science

QUALIFICATION:	GCSE - Biology GCSE - Chemistry GCSE - Physics
EXAMINING BOARD:	AQA

Trilogy Combined Science

QUALIFICATION:	Trilogy Combined Science
EXAMINING BOARD:	AQA

DIRECTOR OF SCIENCE: Mr J Woodward

Introduction to Course

In Science students are expected to use their skills, knowledge and understanding to make informed judgements about social and ethical issues. They will pose questions and define scientific problems.

Students will also have an opportunity to plan and carry out practical work; students will be required to complete either 24 or 16 required practicals throughout the 2 year course, and fully write up the experiments completed in their exercise books. Students will be assessed on these practicals within the exams at the end of year 11, with up to 15 marks per paper testing students on these and similar practicals.

Each separate Science GCSE consists of elements of 8 required practicals (15marks being assessed in each paper). Students will sit 2 papers per science each 1hr 45 minutes long and both equally weighted if taking triple science. If taking combined science students will complete 6 exams each lasting 1hr 15 minutes and each equally weighted.

Students will take one of two routes available in Science, decided by the science department. They either follow the:

- Triple separate science route leading to 3 separate GCSE grades in Biology, Chemistry and Physics on a 9 to 1 scale.
- or
- Combined science trilogy route studying all 3 sciences leading to 2 GCSEs on a 17 point scale from 9,9 and 9,8 at the top end to 2,1 and 1,1 for example at the lowest end.

Triple Science topics

Biology

Paper 1 covers topics 1-4 in common with the combined science topics listed below, but with extra content in most units

Paper 2 covers topics 5-7 in common with the combined science topics listed below but with extra content in most units

Chemistry

Paper 1 covers topics 1-5 in common with the combined science topics listed below, but with extra content in most units

Paper 2 covers topics 6-10 listed below, in common with the combined science topics listed below with extra content in most units.

Physics

Paper 1 covers topics; 1,2,3 and 4 listed below, in common with the combined science topics listed below but with extra content in most units

Paper 2 cover topics; 5,6 and 7 with extra content in most units in common with the combined science topics listed below and with an additional topic of space physics.

Trilogy Combined Science Topics

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 changes; 7. Organic chemistry; 8. Chemical analysis; 9. Chemistry of the atmosphere; 10. Using resources.

Physics

1. Energy. 2 Electricity. 3 Matter. 4. Atomic Structure. 5. Forces. 6. Waves. 7 Magnetism and Electromagnetism.

Art

QUALIFICATION: GCSE Art & Design

EXAMINING BOARD: AQA

HEAD OF DEPARTMENT: Mr P Rizzo

Introduction to Course

GCSE Art students work in mixed-ability groups with the emphasis on the individual's progress and willingness to become an independent learner. Students will display the following characteristics to be successful at GCSE; Resilience, motivation, determination, courage, creativity and be reflective in their practice

All students follow a common course and will be introduced to a wide variety of materials, techniques and approaches to study. The aim is to lead to a fuller understanding of the visual arts through practical experience and theoretical studies whilst being able to take a project through a journey of investigation. The focus is on the development of an idea or concept and how it is investigated, explored and refined to a successful conclusion.

Course Content

The course is divided into two key areas; coursework in Year 10 and start of Year 11 with the final exam beginning in January of year 11 and concluding around Easter.

In the controlled assignment students will produce work that is assessed against the following:

1. Developing ideas through investigations, demonstrating critical understanding of sources.
2. Refining work through exploring ideas selecting and experimenting with appropriate, media, materials, techniques and processes.
3. Recording ideas, observations and insights relevant to intentions as work progresses.
4. Presenting a personal, informed and meaningful response that realises intentions and demonstrates understanding of visual language.

Course Assessment

Coursework is important and accounts for 60% of the final grade; the other 40% is the terminal examination. Because of the large coursework element and the time consuming nature of coursework and exam work, good attendance and work ethic is essential particularly regarding working outside of lessons. Students with poor attendance are unlikely to achieve the necessary quantity of work.

The final examination is conducted as a controlled unit and must include all the approaches to study outlined above. It will, therefore, be a very comprehensive collection of work produced over a period of time with the emphasis on preparation and development, sustained effort and continuity. Success in the examination and course in general, demands self-discipline and motivation equally as much as artistic skills. The controlled element of the exam is 10 hours of supervised time but the student may include additional personal study work and preparation with the final submission.

All work is externally moderated.

Business

QUALIFICATION: GCSE Business

EXAMINING BOARD: Edexcel

HEAD OF DEPARTMENT: Mr S Vallance

Introduction to course

It doesn't matter if you haven't studied business prior to taking this course. You might have an interest in business, and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur. This course will help you to understand all this and more.

The course is divided into two units:

Theme 1 – Investigating small business

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

Topics include:

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

Theme 2 – Building a business

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

Topics include:

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

Assessment

Theme 1-	Externally assessed 90 minutes examination	50% of total marks
Theme 2-	Externally assessed 90 minutes examination	50% of total marks

Both examinations will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Computer Science

QUALIFICATION: GCSE Computer Science

EXAMINING BOARD: OCR

HEAD OF DEPARTMENT: Mr M Willans

Introduction to Course

The Computer Science course has been designed to give students an in-depth understanding of how computer technology works. It's an excellent preparation for higher study and employment in the field of computer science. Students will develop their critical thinking, analysis and problem-solving skills, which can be transferred to other subjects.

Lessons will be split between learning the theory that needs to be covered for the exams and further developing the coding skills learnt during KS3 using Visual Basic. Students will be taught how to break a given problem down and develop an algorithm to solve it.

Paper 1 – Computer Systems (Written Exam: 1 hr 30mins – worth 50%)

This covers the fundamental principles and concepts of Computer Science. The areas covered are systems architecture; memory and storage; computer networks, connections and protocols; network security; systems software and ethical, legal, cultural and environmental impacts of digital technology.

Paper 2 – Computational Thinking, Algorithms and Programming (Written Exam: 1 hr 30mins – worth 50%)

This area is focused on computational thinking and algorithms. Students will be tested on the elements of computational thinking and logic. They are principally assessed as to their ability to write, correct and improve algorithms. The areas covered are algorithms, programming fundamentals, producing robust programs, Boolean logic, programming languages and integrated development environments. In Section B of the exam, there will be questions assessing the student's ability to write or refine algorithms using the OCR Exam Reference Language or the high-level programming language they are familiar with.

Taking GCSE Computer Science is the best route on to taking Computer Science at A level in the 6th form. Students that enjoyed and did well at the Visual Basic, BBC Micro Emulator, Scratch and Python projects and have a good understanding of the Computer Science theory covered in KS3 should do very well in GCSE Computer Science. An excellent grasp of logic is also a key characteristic to succeed in this qualification.

Delivery

The practical work will comprise approximately 40% of the lesson time (the rest is theory).

Much of the theory content will be taught alongside the practical work, to support students in preparing for Paper 2. Some lessons will be purely theory and geared at the written exam papers.

Design and Technology

QUALIFICATION: GCSE Design and Technology

EXAMINING BOARD: AQA

HEAD OF DEPARTMENT: Mrs R Nute

Introduction to Course

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

It will allow students to study core technical, designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Course Content

The GCSE Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. The subject content has been split into three sections as follows:

Core technical principles – This covers the core technical principles of the course that must be taught and includes areas such as; new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices, materials and their working properties.

Specialist technical principles - Students will study at least one particular material category to a greater depth (e.g. textiles, woods, metals, polymers, papers & boards). This includes selection of materials or components, forces and stresses, ecological and social footprint, sources and origins, using and working with materials, stock forms, types and sizes, scales of production, specialist techniques and processes, surface treatments and finishes.

Designing and making principles - This includes areas such as investigation, primary and secondary data, 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, specialist tools and equipment, specialist techniques and processes.

Students must also demonstrate mathematical and scientific knowledge and understanding, in relation to design and technology. When undertaking the controlled assessment - 'design and make' section of the course - students will complete a prototype and a portfolio of evidence that will consist of work in the following areas:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

Course Assessment

The course is split in two:

- 50% non-exam assessment (NEA) of 30–35 hours approximate worth 100 marks
- 50% Written exam of 2 hours' worth 100 marks

Drama

QUALIFICATION: GCSE Drama

EXAMINING BOARD: EDEXCEL

HEAD OF DEPARTMENT: Mrs S Addison

Introduction to Course

The GCSE qualification focuses on creating performance work and the practical exploration of performance texts. The text that will be studied for examination will engage and inspire students and will be brought to life in lessons. GCSE Drama offers students the opportunity to gain practical and theoretical understanding of performance. Through the course, an appreciation of theatre and the development of self-expression, imagination and confidence will be encouraged. Students of all abilities will be provided with the opportunity to achieve success at GCSE level, and derive pleasure from and developing their own performance work. The course is hard work, both mentally and physically, but immensely enjoyable and rewarding.

Content will include the use of theatre in education work, convention performance work, devised performance work and duologues and monologues - all of which will be used to explore ideas, feelings and the culture around us. Much of this exploration will lead to a variety of performance work. Students are required to research individually and prepare a performance as a member of a group. Students can act or explore costume design, lighting design, set design or sound design. It is possible to specialise in just one of these areas. The class will visit the theatre to enjoy an entertaining show, allowing students to develop an appreciation and understanding of their own work in preparation for the written exam.

Drama will equip students with many essential life skills; the ability to communicate effectively with others and to work well as part of a team: vital factors in the 21st century job market.

Course Assessment

Component 1 : Devising	Practical and coursework 40%	Create and develop a devised piece from stimulus Performance of this devised piece or design realisation for this performance Analyse and evaluate the devising process and performance Performance or design routes available Portfolio 1500 – 2000 words (45 marks) Devised performance/design realisation (15 marks)
Component 2 : Performing from text	Practical 20%	Perform in or design for two key extracts from a performance text Performer or designer routes available Performance/design realisation of each key extract is worth 24 marks
Component 3 : Theatre makers in practice	1hr 30 min Written examination 40%	Practical exploration and study of one complete performance text Choice of eight performance texts Live theatre evaluation – free choice of production

Engineering Manufacture

QUALIFICATION: OCR Engineering Manufacture

EXAMINING BOARD: OCR

HEAD OF DEPARTMENT: Mrs R Nute

Introduction to Course

Engineering is fundamental to our modern economy and key to driving change and innovation. OCR Engineering Manufacture reflects this and provides students with a solid foundation for understanding and applying this subject in their future working lives. The qualification enables students to acquire engineering knowledge and allows them to become familiar with the language, skills and processes required to work in the engineering industry.

Engineering Manufacture is a discipline of engineering dealing with different manufacturing practices and processes using the machines, tools and equipment that turn raw materials into new products. This qualification allows students to operate the tools and equipment used to make products from the requirements of a design specification, as well as use relevant computer applications such as CAD/CAM, and CNC equipment.

Course Assessment

This qualification is 120 Guided Learning Hours, and is equivalent to a GCSE in both size and rigour. The qualification comprises 4 units. One unit is assessed through an exam and three further units are centre assessed. Students have multiple opportunities to sit the exam and centre assessed units.

UNIT	WEIGHTING	ASSESSMENT
R109: Engineering materials, processes and production	25%	Written paper OCR set and marked 1 hour – 60 marks
R110: Preparing and planning for manufacture	25%	Centre-assessed task, OCR moderated
R111: Computer-aided manufacturing	25%	Centre-assessed task, OCR moderated
R112: Quality control of engineered products	25%	Centre-assessed task, OCR moderated

Students will develop skills, knowledge and understanding which are relevant to both work and further study. They are given the opportunity to gain a broad understanding and knowledge of skills in engineering in preparation for employment through work-placed or college based Apprenticeships in areas such as Engineering and Manufacturing. It will also support students progressing to higher level engineering courses or A Levels such as Design & Technology or other Further Education courses. Progression with this qualification will be greatly enhanced when complimented by GCSE Mathematics, Physics or other Science options.

READ MORE: ocr.org.uk/qualifications/cambridge-nationals/engineeringmanufacture-level-1-2-award-certificate-j832-j842

Enterprise

QUALIFICATION: BTEC Level 1/Level 2 Tech Award in Enterprise

EXAMINING BOARD: Edexcel

HEAD OF DEPARTMENT: Mr S Vallance

The Enterprise Sector

Enterprise is an important part of the business sector and plays a major role in the UK's global economic status. The role of entrepreneurs is to help create wealth for the nation and its citizens through the creation of enterprises that innovate and grow the economy.

What does the qualification cover?

This qualification is the same size and level as a GCSE and is aimed at everyone who wants to find out more about enterprise and entrepreneurship. Students will learn about:

- The ideas, mindsets and successes of enterprises and entrepreneurs;
- Planning, finance, including cash flows, and how to take a product to market.

Students will develop an idea for a small enterprise of their own and plan how best to set it up and fund it. They will pitch this idea to an audience in order to assess both their understanding of enterprise and their presentation skills. During the course they will also develop important skills that are useful in any industry, such as problem solving, decision making, innovation, project management, team working and communication.

How will I be assessed?

Students will carry out tasks or assignments throughout the course. These will be marked by teachers; students will receive regular feedback as to how they are getting on.

As well as carrying out tasks, students' knowledge and understanding of finance and aspects of business and enterprise (including marketing and market research) will be assessed through an exam.

Component Number	Title	Assessment
1	Exploring Enterprises	Internally assessed assignment (30%)
2	Planning & Pitching an Enterprise Activity	Internally assessed assignment (30%)
3	Promotion and Finance for Enterprise	Synoptic external (40%)

Food Preparation and Nutrition

QUALIFICATION: GCSE Food Preparation and Nutrition

EXAMINING BOARD: AQA

HEAD OF DEPARTMENT: Mrs R Nute

Introduction to course

GCSE Food Preparation and Nutrition is the ideal course for students wanting to train for careers in the clinical sciences, food product development and catering industries. That said, the opportunity to enhance their life skills and knowledge of current world issues cannot be overlooked. The course will motivate students to develop the high level of knowledge, understanding and skills to cook and apply the principles of food science, nutrition and healthy eating. Students will learn about improving lives through better knowledge of food, where it comes from and how it affects our bodies. They will explore a range of ingredients and processes from different culinary traditions giving them the confidence to cook with ingredients from across the globe.

Independent investigative works forms a large part of this course; students will use their knowledge of food and nutrition to design experiments that demonstrate the working properties of ingredients. Furthermore, students will be taught culinary science and a range of new technical skills that will allow them to design and create complex dishes. Throughout, principles of health, safety and hygiene will form an integral part of their learning.

The course will cover five strands:

- Food Nutrition and Health
- Food Science
- Food Safety
- Food choice
- Food Provenance (where food comes from)

Course Assessment

The assessment will include a 1 ½ hour written exam which is 50% of the GCSE

There will also be two pieces of non-examined assessment worth 50% of the GCSE.

- Food Investigation: exploring the working characteristics, functional and chemical properties of ingredients. (15%)
- Food Preparation assessment: both a practical and written element based on the planning, preparation, cooking and presentation of food. This includes the application of nutrition related to the chosen task. A 3 hour practical exam will be part of this assessment. (35%)

You will be required to provide your own ingredients for the practical element of the course.

French

QUALIFICATION: GCSE French

EXAMINING BOARD: AQA

HEAD OF DEPARTMENT: Mrs E Galvin

Introduction to course

With developments in communication systems and transport making the world seem ever smaller, the ability to function in a second European language for both leisure and work is becoming ever more important. The English Baccalaureate requires students to achieve a pass in (Grade 4) in 5 subjects: Maths, English, Science, a Humanity and a Language. At Ousedale a large number of students follow a GCSE course in French or Spanish. Some choose to continue to GCSE with both the languages they have been studying at KS3, usually with a recommendation from their teacher.

Course Content and Assessment

Whichever language students study, they will be learning to use it in practical situations, concentrating on the four skills of listening, speaking, reading and writing. At GCSE students are examined in all four at either Higher or Foundation level. Each skill is worth 25% of the final mark and students sit an exam in each at the end of Year 11.

The three themes covered on the course are **Identity and Culture, Local, National, International and Global Areas of interest** and **Current and Future Study and Employment**. In the lessons students will practise all four skills using a mixture of textbook and department created resources as well as audio, video, and ICT resources.

For **2021** all students taking GCSE French will have the opportunity to further their knowledge of the French language and Francophone culture by taking part in an exciting French trip either to **Martinique, Quebec in Canada or to Paris**.

Geography

QUALIFICATION: GCSE Geography

EXAMINING BOARD: AQA

HEAD OF DEPARTMENT: Mrs E Laurence

Introduction to Course

Geography plays an increasingly important role in our ever changing world. Geographers investigate and explain the physical and human world around them and as this changes the role of geographers is to devise solutions to minimise any impacts. Studying Geography at GCSE will help you to make sense of natural events like earthquakes and hurricanes, it will develop your understanding of the physical and human factors involved in creating landscapes and enable you to grasp complex issues like international development and fragile environments. Geography is about the future and encourages flexible thinking and problem solving.

Geographers employ a very wide range of skills to investigate the world. Not only will you develop your literacy skills to a high level but also you will learn how to present and analyse a wide range of data such as tables, maps, images and graphs. Technology, including ICT and GIS, is an essential Geographical tool in the 21st century.

The GCSE Geography qualification requires students to undertake 2 fieldwork investigations.

Course Content and Assessment

Paper 1: Living in the physical environment (1 hour 30 minute exam, 35% of the course)

Topics: Challenge of Natural Hazard, Living World, Physical Landscapes of the UK (rivers and coasts)

Physical geography shapes the world in which we live. The landscapes around us have been carved over millions of years to become what they are today. This topic provides a fundamental understanding of physical concepts and processes, and then explores the impact these can have on human activity and what we can do to manage them.

Paper 2: Challenges in the human environment (1 hour 30 minute exam, 35% of the course)

Topics: Urban Issues and Challenges, The Challenge of Resource Management, Changing Economic World

It is difficult to find a place on Earth that is free from human impact. As the global population continues to grow challenges are created. These are wide ranging and include the availability of resources, the impact our activity has on the environment and global inequalities linked to wealth and health. This topic explores these challenges, considers how they change over time and space, and what we can do to reduce them

Paper 3: Geographical Applications (1 hour 15 minute exam, 30% of the course)

Topics: Issue Evaluation, Fieldwork

This unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different geographical aspects.

GCSE Geography is a stepping stone to a whole range of courses and areas of employment, including; environmental studies, geology, town planning, geosciences, meteorology, disaster management, oil exploration, feeding the world's people, crime analysis, epidemiology, international development, social anthropology, green energy technologies, climate science.

Health and Fitness

QUALIFICATION:	Level 1/Level 2 Certificate in Health and Fitness
EXAMINING BOARD:	NCFE
HEAD OF DEPARTMENT:	Mr R Vanstone
COURSE MANAGER:	Mr S Phipps

Introduction to the course

The objectives of this qualification are to help the students understand the benefits of a healthy balanced lifestyle, be able to prepare, plan and develop a personal health and fitness programme with an increased understanding of how the body works. This qualification could lead to careers in sport and recreation, personal training and working within the leisure industry. More information can be found at www.ncfe.org.uk.

Expectations

Students are expected to show an interest in Physical Education and the theory principles that surround it. Some elements of the course require practical learning. However there are no practical sport elements. The practical elements will be through leadership and developing training programs. Please be aware this will be predominantly classroom based study.

Course Content

Unit 01 Introduction to body systems and principles of training in health and fitness

This unit provides students with the underpinning knowledge and understanding required for health and fitness. Students will develop their knowledge and understanding of the structure and function of key body systems. Students will know and understand the short and long term effects that health and fitness activities can have on the body. Students will know and understand the components of fitness and the principles of training.

Unit is worth 40% which is externally assessed through an exam.

Unit 02 Preparing and planning for health and fitness

This unit provides students with the knowledge and understanding to be able to prepare and plan for health and fitness. Students will know and understand the impact of lifestyle on health and fitness and be able to apply health and fitness analyses to set goals. Students will know and understand how to test and develop components of fitness. Students will know and understand how to structure a health and fitness programme and how to prepare safely for health and fitness activities.

Unit is worth 60% and assessed through an internal synoptic project.

Health and Social Care

QUALIFICATION: BTEC Level 1/Level 2 Tech Award in Health & Social Care

EXAMINING BOARD: Edexcel

HEAD OF DEPARTMENT: Mr R Vanstone

Introduction to Course

The Edexcel BTEC Level 2 Tech Award in Health and Social Care will give students the opportunity to gain a broad understanding and knowledge of the Health and Social Care sector and allow them the opportunity to develop a range of personal skills and techniques that are essential for successful performance in working life.

It presents knowledge, skills and understanding in a meaningful work-related context, to allow students to understand theory and application.

Skills students will acquire through the course include:

- Interpersonal skills: knowledge and understanding of skills involved in effective communication.
- Counselling skills: caring for the young and elderly, supporting and protecting vulnerable people.
- Presentation skills: how to produce a report; care plan; oral presentation.
- Cognitive skills: Analyse different perspectives on Health and Social Care and the effect these influences have.

The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore students need to demonstrate attainment across all components in order to achieve the qualification. Units 1 and 2 are assessed through internal assessment. Internal assessment for these units has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

There is one external assessment, Unit 3, which provides the main synoptic assessment for the qualification. Unit 3 builds directly on Units 1 and 2 and enables learning to be brought together and related to a real-life situation. The synoptic task requires students to assess an individual's health and wellbeing and use this to create a health and wellbeing improvement plan.

The external assessment is based on a key task that requires students to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

Unit Number	Title	Assessment
1	Human Lifespan Development	Internal Coursework (30%)
2	Health and Social Care Services and Values	Internal Coursework (30%)
3	Health and Wellbeing	Synoptic External (40%)

History

QUALIFICATION: GCSE History

EXAMINING BOARD: AQA

HEAD OF DEPARTMENT: Mrs S Whiting

Introduction to Course

The GCSE course has a focus on modern world history along with the development of Britain as a nation. You will not just learn what happened but also how to study the past by using documents, cartoons, diaries, maps, films and propaganda. There will also be a study of an historical site. You will learn how to make and support your own judgements. History will help you to develop skills in reading, writing, analysing information and thinking - all these help prepare you for the world of work, or further study.

Paper 1: Understanding the modern world (One exam paper- 50% of the course)

Section A: Period study

Germany, 1890–1945: Democracy and dictatorship

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Section B: Wider world depth studies

Conflict and tension in Asia, 1950–1975

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers the role of nationalist movements in causing and sustaining conflict. It focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

Paper 2: Shaping the nation (One Exam paper- 50% of the course)

Section A: Thematic studies

Britain: Power and the people: c1170 to the present day

This thematic study will enable students to gain an understanding of the development of the relationship between the citizen and the state in Britain over a long period of time. It considers the causes, scale, nature and consequences of protest to that relationship. By charting the journey from feudalism and serfdom to democracy and equality, it reveals how, in different periods, the state responds to challenges to its authority and their impact. It allows students to construct an understanding of the rights and responsibilities of the citizen.

Section B: British depth studies including the historic environment

Elizabethan England, c1568–1603

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

Hospitality & Catering

QUALIFICATION:	Level 1/Level 2 Vocational Award in Hospitality and Catering
EXAMINING BOARD:	WJEC
HEAD OF DEPARTMENT:	Mrs R Nute

Introduction to Course

This is a vocational qualification which teaches students about the hospitality and catering industry through a combination of practical experience and written assignments. The qualification provides learners with the knowledge, skills and understanding needed for a career in the sector. They will learn how to plan healthy, nutritious meals catering for individual needs. They will also practice a range of practical skills used in the preparation of high quality food and drinks in the industry, and prepare and serve food safely and hygienically.

Course Assessment

Unit Number	Title	Assessment
1	The Hospitality and Catering Industry	External Assessment (40%)
2	Hospitality and Catering in Action	Internal Assessment (60%)

What skills do students need?

- The ability to prepare food and demonstrate creativity
- The motivation to work independently and as part of a team
- The motivation to complete extended practical tasks

Students are required to organise and prepare food ingredients each week so that they can develop the practical skills required for both the exam and coursework elements of the qualification.

The course prepares students who may wish to pursue a career in Hospitality and Catering and it is a qualification highly regarded within the industry. Career opportunities include restaurant management and chef work. There are also career opportunities in licensed retailing, management, promotions and event management. Hotels offer management, event organisation, restaurant and bar work and a whole range of operational roles, including finance, human resources and marketing. See www.prospects.ac.uk for more information.

Digital Information Technology

QUALIFICATION: BTEC Level 1/Level 2 Tech Award in Digital Information Technology

EXAMINING BOARD: Edexcel

HEAD OF DEPARTMENT: Mr M Willans

Introduction to Course

This qualification is for students who want to acquire technical knowledge and skills through vocational learning by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection.

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your skill in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data
- process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- attitudes that are considered most important in digital information technology, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

The qualification is made up of three components and the three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.

Component Number	Component Title	How assessed
1	Exploring User Interface Design Principles and Project Planning Techniques	Internal (30%)
2	Collecting, Presenting and Interpreting Data	Internal (30%)
3	Effective Digital Working Practices	Synoptic External (40%)

Learners who complete this qualification might consider progression to study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

Music

QUALIFICATION:	GCSE Music
EXAMINING BOARD:	AQA
HEAD OF DEPARTMENT:	Mr M Couldrick

Introduction to Course

The course provides for a wide range of musical abilities and interests, and allows the students freedom of expression through a variety of types of music. You do not have to be an established musician to take the course. The aims of the course are to develop skills, knowledge and understanding in performing, listening and composing; to improve aural perception, and musical sensitivity, to promote students' cultural development through the study of a wide range of music from around the world; to develop students' musical awareness through creating and performing with others.

Course Content and Assessment

Component 1: Understanding Music 40%

In this unit the listening skills of students will be assessed, alongside their contextual understanding of music. Students will sit an end of course examination paper in which they will listen to unfamiliar music from four areas of study. Students will identify and describe musical elements, musical context and use musical language (including reading music).

There are four areas of study:

1. Western classical tradition 1650 – 1910
2. Popular music
3. Traditional music
4. Western classical tradition since 1910

Component 2: Performing Music 30%

Students will need to prepare a solo performance and an ensemble performance. The overall performance time must be at least four minutes, of which the ensemble performance must be a minimum of one minute.

Component 3: Composing Music 30%

Students will need to prepare 2 music compositions. One of the compositions will be to a brief, and the second composition will be a free composition. The combined duration of the compositions must be a minimum of three minutes.

Students will be expected to contribute to music department concerts/events and extracurricular music making as part of their learning over the course.

Photography

QUALIFICATION: GCSE Photography

EXAMINING BOARD: AQA

HEAD OF DEPARTMENT: Mr P Rizzo

Introduction to Course

GCSE Photography students work in mixed-ability groups with the emphasis on the individual's progress and willingness to become an independent learner. Students will display the following characteristics to be successful at GCSE; Resilience, motivation, determination, courage, creativity and be reflective in their practice

All students follow a common course and will be introduced to a wide variety of photographic and digital techniques and approaches to study. The aim is to lead to a fuller understanding of the visual arts through practical experience and theoretical studies whilst being able to take a project through a journey of investigation. The focus is on the development of an idea or concept and how it is investigated, explored and refined to a successful conclusion.

Course Content

The course is divided into two key areas; coursework in Year 10 and start of Year 11 with the final exam beginning in January of year 11 and concluding around Easter.

In the controlled assignment students will produce work that is assessed against the following:

1. Developing ideas through investigations, demonstrating critical understanding of sources.
2. Refining work through exploring ideas selecting and experimenting with appropriate, media, materials, techniques and processes.
3. Recording ideas, observations and insights relevant to intentions as work progresses.
4. Presenting a personal, informed and meaningful response that realises intentions and demonstrates understanding of visual language.

Course Assessment

Coursework is important and accounts for 60% of the final grade; the other 40% is the terminal examination. Because of the large coursework element and the time consuming nature of coursework and exam work, good attendance and work ethic is essential particularly regarding working outside of lessons. Students with poor attendance are unlikely to achieve the necessary quantity of work.

The final examination is conducted as a controlled unit and must include all the approaches to study outlined above. It will, therefore, be a very comprehensive collection of work produced over a period of time with the emphasis on preparation and development, sustained effort and continuity. Success in the examination and course in general, demands self-discipline and motivation equally as much as artistic skills. The controlled element of the exam is 10 hours of supervised time but the student may include additional personal study work and preparation with the final submission. **Please note there are a limited amount of places available on the course and places will be prioritised to those who have studied art in Year 9 and have shown to have excellent ATL.**

All work is externally moderated.

Physical Education

QUALIFICATION: GCSE Physical Education

EXAMINING BOARD: OCR

HEAD OF DEPARTMENT: Mr R Vanstone

COURSE MANAGER: Mrs S Passfield

Introduction to Course

This is a stimulating, but demanding course covering many interesting areas of Physical Education through both theoretical and practical approaches. In Years 10 and 11 you will have a mixture of practical and theory lessons that will look at what happens to our bodies when we exercise and how this can impact on individuals following a healthy and active lifestyle. This subject relates well to other GCSEs in Science and Social Science. This could lead to careers in sport and recreation management, physiotherapy, radiography, teaching, the leisure industry, sports science and professional sport.

Course Content

The theoretical part of the course is divided into three mandatory units:

1. Applied anatomy and physiology, Physical training (Theory)
2. Socio-cultural influences, Sports psychology, Health, fitness and wellbeing (Theory)
3. Practical activity assessment, Evaluating and Analysing Performance (Practical/Coursework)

Practical Activities

Students will participate in a variety of sports. These will be dependent on the strengths of each pupil and the space/ facilities available. They will be assessed by their teachers, but these marks will later be moderated by an external examiner. Students can also improve their marks in Core PE lessons. All coursework is completed prior to the February half term of year 11. They will get a mark out of 20 for each activity they participate in.

Students can also use activities that are not available at the school; these include equestrian, golf and skiing. Please see the full list of activities at the end of this section of the booklet. This must be supported by video evidence collected by the student, so that teachers and moderators can accurately mark the performance, we recommend when a student is coached or holds any certification they use this to help provide further evidence. They must use their top three marks across the two approved activity lists to get their overall practical score; this will include the one piece of coursework. **It is vital that students are regularly participating in the approved sports that they are submitting. Ideally participating in these activities in clubs outside of lesson hours as they have to keep a log of competitive participation for all assessment.**

Students will complete a written analysis and evaluation of their own or other's performances in one chosen practical activity and suggest ways in which improvement could be achieved.

Students must use the performance of **three** activities taken from the two approved lists:

- **One** from the 'individual' list.
- **One** from the 'team' list.
- **One** other from either list.

All practical activities include:

1. Range and quality of skills
2. Physical attributes
3. Decision making

Course Assessment

Applied anatomy and physiology, Physical training: 30% of the total GCSE marks from an external assessment. This is in the form of a 1 hour written paper worth 60 marks taken at the end of year 11.

Socio-cultural influences, Sports psychology, Health, fitness and wellbeing: 30% of the total GCSE marks from an external assessment. This is in the form of a 1 hour written paper worth 60 marks taken at the end of year 11.

Practical activity assessment, Evaluating and Analysing Performance: this unit will be assessed through the three different practical scores the students achieve over the course from the two approved lists mentioned previously. The coursework – Evaluating and Analysing Performance will be undertaken in year 11. The total for these two units is 40% of the overall GCSE grade. Each of the 4 components in this area are marked out of 20.

More information can be found at www.ocr.org.uk.

GCSE PE Activities List from 2020

Team Activity	Comments	Individual Activity	Comments
Acrobatic gymnastics	Cannot be assessed with gymnastics	Amateur boxing	
Association football	Cannot be five-a-side. Cannot be assessed with futsal	Athletics	
Badminton	Cannot be assessed with singles	Badminton	Cannot be assessed with doubles
Basketball	Cannot be street basketball	Canoeing	Cannot be assessed with kayaking, rowing or sculling
Camogie	Cannot be assessed with hurling	Cycling	Track, road or BMX cycling (racing, not tricks) only
Cricket		Dance	This can only be used for one activity
Dance	This can only be used for one activity	Diving	Platform diving
Figure Skating	This can only be used for one activity. Cannot be assessed with Dance	Equestrian	
Futsal	Cannot be assessed with football	Figure skating	This can only be used for one activity. Cannot be assessed with dance
Gaelic football		Golf	
Handball		Gymnastics	Floor routines and apparatus only
Hockey	Must be field hockey	Kayaking	Cannot be assessed with canoeing, rowing or sculling
Hurling	Cannot be assessed with camogie	Rock climbing	Can be indoor or outdoor
Ice hockey	Cannot be assessed with inline roller hockey	Sailing	Royal Yachting Association recognised sailing boat classes only. The list can be found online at: https://www.rya.org.uk/racing/youth-junior/info/pages/recognised-classes.aspx . This can only be used for 1 activity.
Inline roller hockey	Cannot be assessed with ice hockey	Sculling	Cannot be assessed with rowing, canoeing or kayaking. Cannot be assessed with team sculling
Lacrosse		Skiing	Outdoor/indoor on snow, cannot be assessed with snowboarding. Must not be on dry slopes
Netball		Snowboarding	Outdoor/indoor on snow. Must not be on dry slopes
Rowing	Cannot be assessed with sculling, canoeing or kayaking	Squash	Cannot be assessed with doubles
Rugby league	Cannot be assessed with rugby union (sevens or fifteen a side). Cannot be tag rugby	Swimming	Not synchronised swimming, personal survival or lifesaving
Rugby union	Can be assessed as sevens or fifteen a side. Cannot be assessed with rugby league. Cannot be tag rugby. This can only be used for one activity.	Table Tennis	Cannot be assessed with doubles
Sailing	Royal Yachting Association recognised sailing boat classes only. The list can be found online at: https://www.rya.org.uk/racing/youth-junior/info/pages/recognised-classes.aspx . This can only be used for 1 activity.	Tennis	Cannot be assessed with doubles
Sculling	Cannot be assessed with rowing, canoeing or kayaking. Cannot be assessed with individual sculling	Trampolineing	
Squash	Cannot be assessed with singles	Windsurfing	
Table tennis	Cannot be assessed with singles	Specialist Activity	
Tennis	Cannot be assessed with singles	Boccia	
Volley ball		Polybat	
Water polo			
Specialist Activity			
Blind Cricket			
Goal ball			
Powerchair football			
Table cricket			
Wheelchair basketball			
Wheelchair rugby			

Spanish

QUALIFICATION: GCSE Spanish

EXAMINING BOARD: AQA

HEAD OF DEPARTMENT: Mrs E Galvin

Introduction to course

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For **2021** all students taking GCSE Spanish will have the opportunity to further their knowledge of the Spanish language and Hispanic culture by taking part in an exciting Spanish trip either to **Mallorca/Menorca, Valencia or to Tenerife.**