

# BUSINESS





## Would you like....

- To be your own boss running your own business?
- To understand just what goes on in the world of work?
- To know what businesses look for when they recruit staff?
- To see how a business gets its money to operate?
- To know why so many adverts are aimed at teenagers?
- To understand why the same big businesses operate around the world?



## Would you like to be able to:

- You will be able to understand the business world.
- You will be able to make informed decisions and put forward arguments to persuade others.
- You will have the knowledge to help you set up a business of your own.
- Business can lead on to many related courses post 16

## Would you like to study

- Marketing
- Recruitment
- Business structures
- Finance
- Business operations
- Influences on businesses



# CREATIVE iMedia





## Would you like....

- To create a website for a business?
- To film and edit a video which forms part of a digital presentation?
- Design and make an interactive information point, such as the displays in McDonalds where you place your order?
- Use the computers every lesson to use your creativity and design skills?
- Prepare yourself and be well qualified to work in the Digital Media world after school or college?



## Would you like to be able to:

- You will be able to understand the Creative iMedia world
- You will be able to make design decisions and put your ideas into digital graphics
- You will have the knowledge and skills to go into an IT based job
- Creative iMedia can lead on to many related courses post 16

## Would you like to design and create:

- Websites
- Computer Games
- Apps



# GEOGRAPHY





# Geography

## Geography

### KS4 Curriculum:

Our pupils follow a three year GCSE course beginning in Year 9. We follow the AQA 9-1 specification. Below is an outline of the KS4 curriculum.

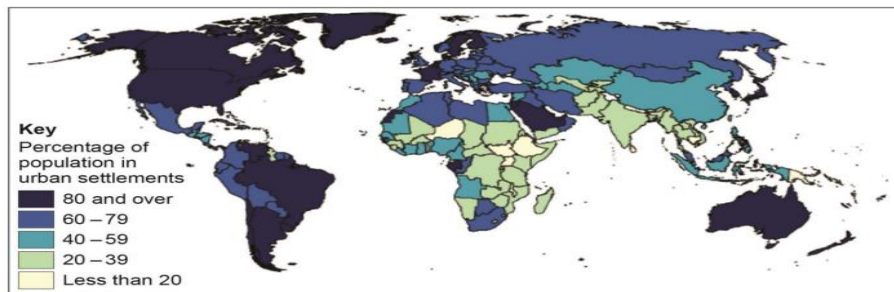
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	<b>Natural and Weather Hazards</b> Looking at tropical storms and their effects.	<b>Tectonic Hazards</b> Looking at where tectonic hazards occur and how they impact on everyday life.	<b>Population</b> Looking at issues such as overpopulation and issues of migration.	<b>Development</b> Looking at development indicators and how development can improve quality of life.	<b>Development</b> Looking at different ways countries can develop.	<b>Coasts</b> Looking at how coastal landscapes are formed and the main features
Year 10	<b>Rivers</b> Looking at how river landscapes are formed and their impacts on human lives	<b>Urban Change</b> Looking at where people live and the pressures this brings	<b>Ecosystems</b> Looking at world ecosystems and their characteristics	<b>Urban Challenges</b> Looking at settlement and bringing changes to urban areas to increase people's lives	<b>Geographical Skills</b> Looking at applying geography skills using a real life course work example	<b>Geographical Skills</b> Looking at applying geography skills using a real life course work example
Year 11	<b>Food</b> Looking at food and how food has become a global issue	<b>Tropical Rainforests</b> Looking at the features and characteristics of tropical rainforest environments	<b>Water</b> Looking at the issue of water security and problems of not having enough water.	<b>Revision</b> towards Geography Skills Exam	<b>Revision</b> towards The Living Environment Exam	<b>Revision</b> towards the Human Environment Exam

The exam board has a strong focus on UK based Geography. However, a broad range of case studies are chosen to make sure that students do learn and appreciate the global world in which we live.

Each Term pupils follow the cycle of Pre-Test, Quality Teaching, Post-Testing to track progress and inform intervention. This is to reduce any gaps in their knowledge and develop their knowledge and understanding. Pupils identified with several areas of weakness are given intervention after school to address these areas. These sessions follow a similar progress of assessment, teaching and assessment to show progress.

- We follow the AQA specification.
- Content is vast from Economic Development, Extreme Environments, to Tectonics.
- 3 Exams to be taken.
- 1 exam is focussed around data collection at 2 locations.
- A greater emphasis on Maths than ever before.
- A mixture of describe and explain questions
- Extended answer use named examples and are 9 marks long. (See example)

Figure 1



0 1 . 1 Describe **two** differences in the percentage of population living in urban settlements in Africa and South America.

[2 marks]

0 2 . 10

'Transnational corporations (TNCs) only bring advantages to the host country.'

Do you agree with this statement?

Yes ☐ No ☐

Justify your decision.

[9 marks]

# ART









# Watercolours

Here I am trying watercolour on each paper. I found it really difficult to keep the pigment on the paper. I just had to just add more layers of colour. I don't like it at all so I add blue. I don't like it to improve it. It's shape is good but that is the only thing.

**Soft Edge**  
Here I am doing a rainbow as I think that was the best colour wash combination to show the soft edge of edge colour. This is the most aesthetically pleasing but I am not sure where I would use it, but it did really my blending skills with watercolour that I would like to improve on through my food art project.

**Drop Color**  
I love the technique it is so effective and you can use different colours with the technique you quite like (with no color) the colour of your own the colour should be a good colour combination.

**Hard Edge**  
on this technique you get your paintbrush wet and you add your colour onto the brush then you paint (on paper) which should be dry. This is the classic style of watercolour technique but I have never really used it so I want to explore this technique as I haven't used watercolour often enough.

**Wet on Wet**  
Here for this technique is when both the paper and the paintbrush is wet it gives me a very blended look which is so nice as you can make it more detailed therefore realistic. Next time, I would change to colour combination as blue and green do go well together just not with this technique.

**Value scale**  
This is my value scale and this is the perfect example of a gradient, managed well to blend them together.

**Dark to light**  
This is my value scale and this is the perfect example of a gradient, managed well to blend them together.

**Dry Brush**  
This is my value scale and this is the perfect example of a gradient, managed well to blend them together.

**Gradation of Shaded Wash**  
This is my value scale and this is the perfect example of a gradient, managed well to blend them together.

**After the black paper attempt I tried it on white paper and it went so much better as I could add more detail**

# biscuits

Here I am trying a Bourbon biscuit. This is a smaller image on my piece but I like to make it further. Next I will try a Rich Tea biscuit.

**BOURBON**  
I don't like this because the texture is not what I want.

**RICH TEA BISCUITS**  
Here I am trying a Jam Sandwich biscuit. I really used the texture of the biscuit around the centre. I will put this in my final piece as the red will be a good colour combination.

**BOURBON**  
I don't like this because the texture is not what I want.

**RICH TEA BISCUITS**  
Here I am trying a Jam Sandwich biscuit. I really used the texture of the biscuit around the centre. I will put this in my final piece as the red will be a good colour combination.

# JOEL PENKMAN

why I picked him?

could learn from him?

elements

Artist Copy Analysis:

This is a highly detailed piece by Joel Penkman. I am really happy with it. I was inspired by the fact that he used a lot of detail and I am happy with it. I was inspired by the fact that he used a lot of detail and I am happy with it.

# MAKING EXPERIMENT

Here I am trying a watercolour biscuit. This is a smaller image on my piece but I like to make it further. Next I will try a Rich Tea biscuit.

**BOURBON**  
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# ARTIST COPY ANALYSIS

ABOUT THE ARTIST

Analysis

Artist Copy Analysis:

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**Component 1:  
Portfolio**

**Portfolio (60% of the qualification)**

This component comprises a major practical portfolio and outcome/s to be based on internally set themes and subject matter developed from personal and/or given starting points.

**Component 2:  
Externally Set Assignment**

**Externally Set Assignment (40% of the qualification)**

This component is based on preparatory study that leads to a ten hour period of sustained focus in which you will produce a response to a chosen theme, visual stimuli or written brief.

# Art and Design (Art, Craft and Design)

This title is designed to promote learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes.

## What skills will I develop?

### Thinking:

- Creativity
- Critical thinking
- Problem-solving
- Communication
- Strategy

### Working

- Research
- Collaboration
- Perseverance
- Self-direction

### Skills

- Practical skills
- Design skills
- Presentation skills
- Digital comms

### Experience

- Citizenship
- Personal care
- Social responsibility





# DRAMA & DANCE



## Why Study Dance?

- You will have the opportunity to **study various styles of Dance; from contemporary and jazz, to street and commercial styles.**
- You will **build the confidence** to perform in front of live audiences.
- Your performances will be exciting and dynamic, leaving your audiences wanting more. You will learn about working as a 'company'.
- This involves a **high level of team work**, similar to what would be expected of you in the professional Dance industry.
- You'll study **choreography**, and learn how to create original pieces of dance; as well as learning set routines to perform. You will study existing works by professional choreographers and have the opportunity to go and see live performances in theatres.

## Why Study Drama?

- Studying Drama gives you the opportunity to learn about many **different topics and interesting characters.**
- You will **build the skills to be able to perform confidently** in front of live audiences; as well as to produce your own exciting and engaging pieces of theatre.
- You will learn all about **team work**, and be expected to **work as a 'company'** (just like a professional theatre company!) You will learn how to create and develop characters so that they are believable and interesting for an audience.
- You will study existing plays; really getting to grips with the fascinating story lines. You will also have the opportunity to go and see live productions in theatres.

## What will I learn?

- This course is highly practical and geared towards understanding the Dance and/or Acting industry.
- You will learn by completing assignments that are based on professional situations.
- There will be many performance projects to complete, as well as portfolios of evidence to show your understanding.

**Component 1- Exploring the Performing Arts** – This component will develop learners' understanding of the performing arts by examining practitioners' work and the processes used to create performance.

**Component 2- Developing Skills and Techniques in the Performing Arts** – In this component learners will develop their performing arts skills and techniques through the reproduction of acting or dancing repertoire.

**Component 3- Performing to a Brief** - In this component learners will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus.



# Dance and Drama

## Drama (Acting)

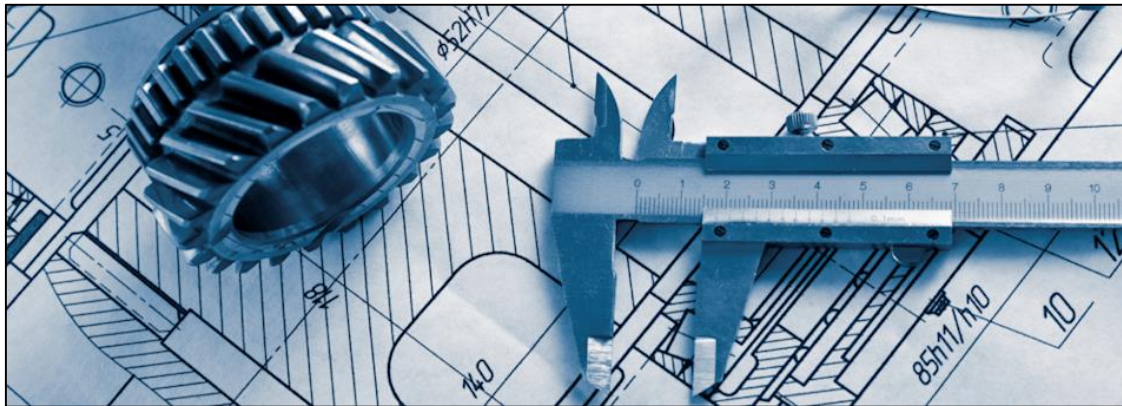
- Script work
- Devising
- Naturalism
- Abstract/Absurd Theatre
- Immersive Theatre
- Physical Theatre
- Monologues
- Storytelling
- Theatre Trips
- Performance Evenings
- Rehearsals
- Log Books/Portfolios

## Dance

- Contemporary Dance
- Jazz Dance
- Street/Commercial Dance
- Technique
- Choreography
- Physical Theatre
- Solos
- Group Dances
- Theatre Trips
- Performance Evenings
- Rehearsals
- Log Books/Portfolios

***You will be assessed on your performances in front of live audiences, as well as your ability to work as part of a 'professional theatre/dance company member'***

# Design Technology



# What to expect ...

**Year 9.** The students will complete a variety projects using different materials, mainly timber based materials, textiles, polymers (plastics) and paper and boards. The projects are designed to give the students time to work with the materials and tools in the workshop and learn the basic core and specialist technical principles like drawing and designing, origins, processes, treatments and finishes.

**Year 10.** The students continue to learn the core design and make principles like sustainability, production techniques and new and emerging technologies like SMART materials. They will also engage in mini practical focused tasks using a variety of materials like timber, metal and polymers. In the spring term they will complete a practice NEA project that involves electronics and other materials of the student's choice.

In June they will be given the three contextual challenges from which they choice one to focus on for their NEA by creating a portfolio of evidence. They will continue this into year 11.

**Year 11** they continue to work on their NEA and once a week focus on theory and exam content. The practical element will be a prototype and is worth 20 marks out of 100. The deadline for the NEA will be in March. The focus then is the exam held in May/June.



# What is GCSE Design & Technology? – Exam specification & what to expect in DT

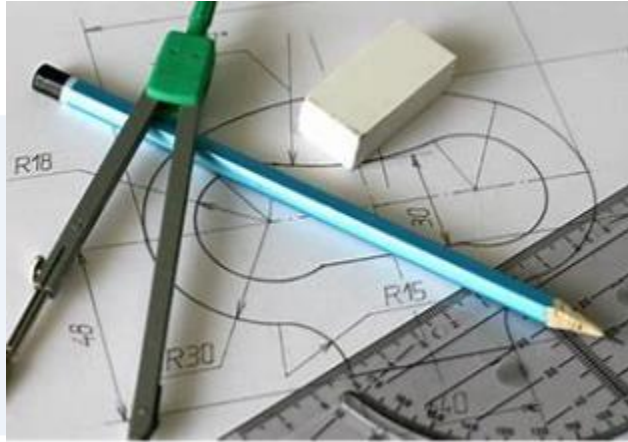
## What's assessed

- Core technical principles
- Specialist technical principles
- Designing and making principles

50% exam, 50% Non-exam assessment(NEA)

## How it's assessed

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



## Questions

### Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

### Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

### Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

## What's assessed

Practical application of:

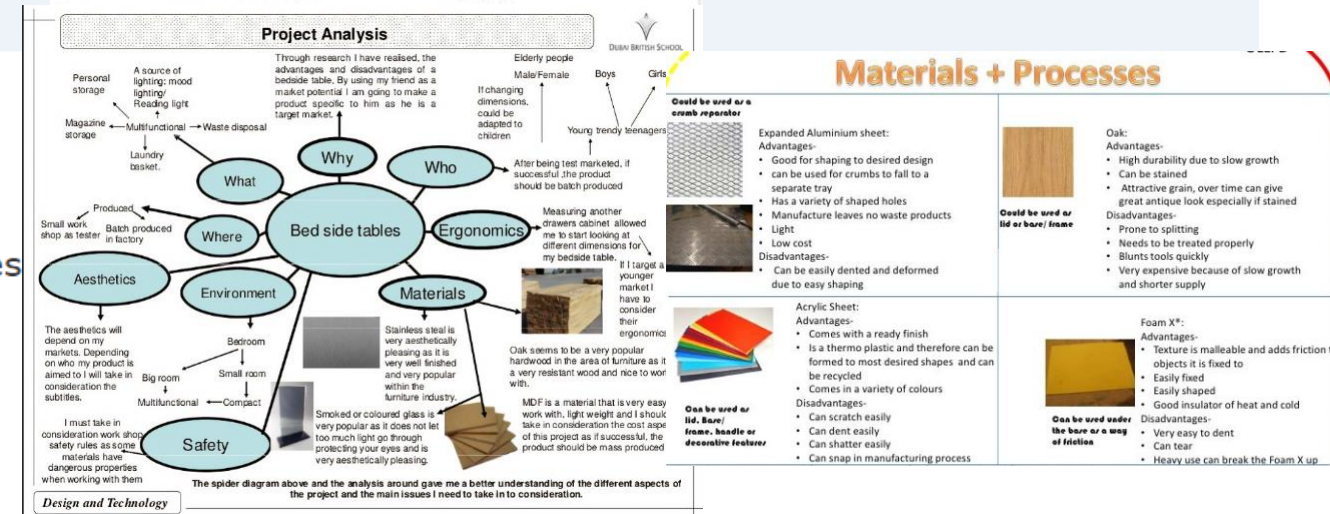
- Core technical principles
- Specialist technical principles
- Designing and making principles

## How it's assessed

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

## Task(s)

- Substantial design and make task
- Assessment criteria:
  - Identifying and investigating design possibilities
  - Producing a design brief and specification
  - Generating design ideas
  - Developing design ideas
  - Realising design ideas
  - Analysing & evaluating
- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA
- Students will produce a prototype and a portfolio of evidence
- Work will be marked by teachers and moderated by AQA









# FRENCH and SPANISH



# The new GCSE (first exams June 2026)



## Listening exam (Paper 1)

35 minutes (F) / 45 minutes (H)  
40 marks (F) / 50 marks (H) 25% of the GCSE

### The exam

**Section A:** Listening comprehension, answers in English. 32 marks (F) / 40 marks (H)

**Section B:** Dictation. 8 marks (F) / 10 marks (H)

## Reading exam (Paper 3)

45 minutes (F) / 60 minutes (H)  
50 marks / 25% of the GCSE

### The exam

**Section A:** Reading comprehension. Questions in English to be answered in English.

**Section B:** Translation from French into English.

## Themes

### 1- People and lifestyle

- Education and work.
- Healthy living and lifestyle.
- Identity and relationships.

### 2- Popular culture

- Celebrity culture.
- Customs, festivals and celebrations.
- Free time activities.

### 3- Communication and the world around us.

- Environment and where people live.
- Media and technology.
- Travel and tourism.

## Speaking exam (Paper 2)

7 to 9 minutes (F) / 10 to 12 minutes (H)  
Preparation time: 15 minutes  
50 marks 25% of GCSE

### The exam

- 1- **Role play**, 1.5 minutes / 10 marks
- 2- **Reading aloud** 2.5 minutes (F) / 3.5 minutes (H)  
+ short, **unprepared conversation**. 15 marks
- 3- **Photo card**: 5 minutes (F) / 7 minutes (H). 25 marks
  - **Description of photo** 1 min. (F) / 1.5 min. (H)
  - **Unprepared conversation**: 4 min. (F) / 5.5 min. (H)

## Writing exam (Paper 4)

70 minutes (F) / 75 minutes (H)  
50 marks / 25% of the GCSE

### The exam

#### Foundation:

- Q1: 5 French sentences on a photo (10 marks)  
Q2: 50 words for 5 bullet points (10 marks)  
Q3: five short grammar tasks (5 marks)  
Q4: translation into French (10 marks)  
Q5: 90 words for 3 bullet points (15 marks)

#### Higher:

- Q1: translation (10 marks)  
Q2: 90 words for 3 bullet points (15 marks)  
Q3: 150 words for 2 bullet points (25 marks)

# HEALTH & SOCIAL CARE





# Edexcel BTEC Tech Award in Health and Social Care

- There are three components of work within health and social care
  1. Components 1 and 2 are assessed through internal assessments set in either October or March.
  2. The assignment will cover what you have been learning about and you will have an opportunity to apply your knowledge and skills
  3. Internal assessments are marked by your teacher, send off for moderation and then you will be awarded with a grade.
  4. Component 3 will be a two-hour external assessment (examination). It can be sat in January or June of year 11, but it can only be sat once all the controlled assessments are complete.



# Edexcel BTEC Tech Award in Health and Social Care

Component 1 – Human Lifespan and Development	Component 2 – Health and Social Care Services and Values	Component 3 – Health and Wellbeing
<p>Learning how we develop through the life stages. Looking at <b>physical, Intellectual, Emotional, and social development</b>.</p> <p>Explore the <b>factors that affect growth and development</b>, such as diet, exercise, environment, culture and substance use.</p> <p>Explore how we cope with different <b>life events</b> such as bereavement, changes in relationships, moving house/jobs/school.</p>	<p>Explore the <b>primary, secondary, tertiary and allied health care services</b> that are available to service users, as well as what <b>social care</b> and other services are available to different ages groups.</p> <p>Learn about the different <b>barriers</b> that people may have when trying to access health and social care.</p> <p>Understand the <b>care values</b>.</p>	<p>Using the knowledge learnt in component 1 and 2 to assess people's health and wellbeing.</p> <p>Be able to suggest and make targets to help people improve their health and wellbeing.</p>

# HISTORY





*'Those who cannot remember the past are condemned to repeat it.'* George Santaya

## Edexcel GCSE History

British Thematic Study with Historic Environment:

***Medicine in Britain, c. 1250 to present and the British sector of the Western Front 1914-18***

British Depth Study: ***Early Elizabethan England, 1558-1588***

Period Study: ***The American West, c1835-c1895***

Modern Depth Study: ***Weimar and Nazi Germany, 1918-1939***



- **Three examinations in Year 11**
- **Mixture of short and long answer questions**
- **Questions focus on a variety of historical areas:**
  - What happened?*
  - Why things happened?*
  - The impact of key events*
  - How far you agree with a view*
- **Analysing sources and coming up with ideas to tackle an historical investigation**



# Hospitality and Catering







# Content Overview

## Unit 2 Hospitality and Catering In Action (NEA)

**Students will learn to prepare, cook and present a range of dishes across the 3 years of the course.**

**Year 9:** development of basic skills in preparation and cooking

**Year 10:** higher level skills and more complex dishes created

- Understand the principles of nutrition.

**Year 11:** further skills in plating and presenting dishes in support of practical exam

- In the NEA, you will look at the importance of nutrition and plan a menu.



Students will focus on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.

Students will develop practical skills for planning, preparing, cooking and presenting nutritional dishes to meet specific client's needs.

A cup of chocolate raspberry smoothie topped with gold dust, served on a decorative plate with raspberries and chocolate shavings.



# Level 1 & 2 Hospitality and Catering Summary of Assessment

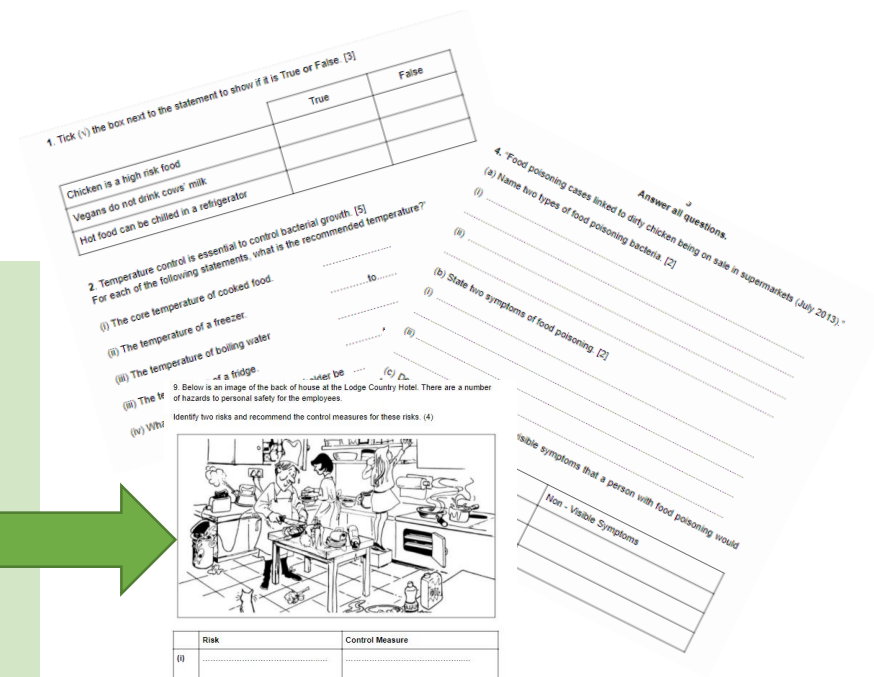
## Unit 1: The Hospitality and Catering Industry

**40% (80 Marks)** written examination assessment  
– *1 hour 20mins*

## Unit 2: Hospitality and Catering in Action (NEA)

**60%** Non Examination assessment: 12 hours

- **9 Hour Controlled Assessment** based on nutrition, menu planning, skills and techniques, presentation, evaluating skills
- **3 Hour Practical exam** two course meal with accompaniments. This dishes are designed and made by the student independently.





# MEDIA



The BTEC Technical Award in Creative Media Production is a practical hands-on introduction to life and work in the media industry. Students get the chance to develop valuable skills and techniques across different media disciplines. These will include filming and editing, news journalism and publishing and online advertising and marketing. Computer based design and film and photograph editing skills will play a key role in your lessons.

This gives learners the opportunity to:

- Developing technical media skills and techniques
- Produce a digital media product in response to a brief
- Develop essential skills and attributes prized by employers, further education colleges and higher education institutions

### **Component 1:**

Exploring Media  
Products  
Written Unit

30%

### **Component 2:**

Developing Digital Media  
Production Skills

Practical Unit

30%

### **Component 3:**

Response to a Brief

Practical Exam

40%

Useful if considering careers in the creative media industries, such as digital media marketing, web-designer, photographer, moving image editor, journalist, etc.

# SPORT

Two possible routes.





# OCR Sport Studies

- This course is open to students who are passionate about Sport and Physical Activity. Students who have excelled during Key Stage 3 would find this course interesting and enjoyable.

## Physical Factors affecting performance

- Applied anatomy and Physiology
- Physical Training

## Socio-cultural issues and sports psychology

- Socio-cultural influences
- Sports Psychology
- Health, fitness and well-being

## Performance in physical education

- Perform three sports.
- At least one individual and one team sport.

# OCR Sport studies

## Assessment

Exam	Practical unit	Media in sport
40%	30%	30%
One Exams: 30%	Perform in two different sports. At least one team sport and one individual sport and coaching	How the media effects the sports industry.