

Like thinking outside the box... ..

Our Art & Design courses offer excellent routes to unleash your potential

Set your creativity free with our specialist GCSE Fine Art and Art Textile courses.



The Creative Industries are worth more than £36 billion a year; they generate £70,000 every minute for the UK economy; and they employ 1.5 million people in the UK

**TOLD YOU CAN'T MAKE
MONEY AS AN ARTIST**



**MAKES \$5 MILLION
PER YR**

The Art Department has gained a local reputation and our courses are popular and extremely successful.



We are extremely proud of our **results** which are consistently **above National** for the number of our Art students achieving an **A*-A**. With many years achieving 100% **A*-C** pass rate.

Year after year, we are consistently one of the highest pupil achievers for results within the school, as well as the local area and borough.



Our students are the 'UK overall winners' in the Arts and Minds competition.





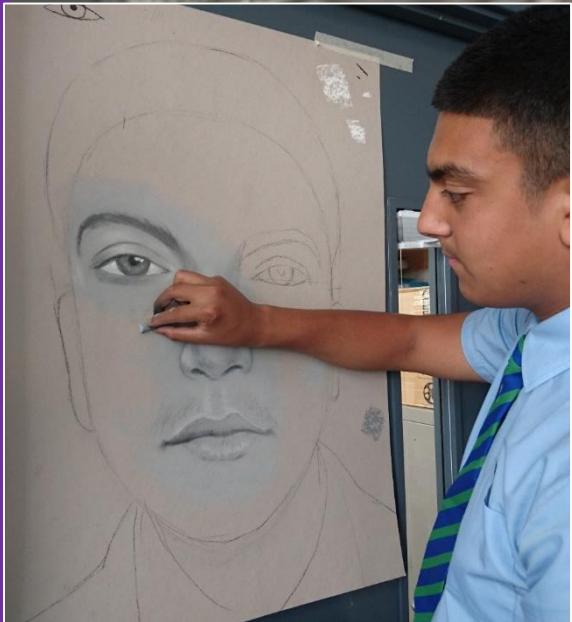


Year 9 Art Textiles put on a Fashion Show
using recycled materials to open Arts
Evening!



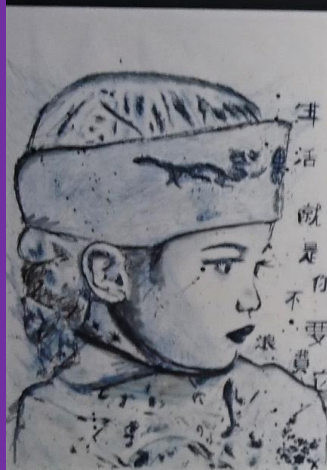


Trips & Visits









**Shrewsbury College's
Shropshire KS4 Fashion Design
Competition Winners, (all Erccall Wood):**
1st Serena Owen
2nd Georgia Clarke
3rd Shazna Mohamed Zain



Why should I choose Art and Design?

It teaches you life skills -

You will undertake research and investigation, problem solving, confidence building, visual awareness, ability to develop ideas, initiative, cultural and racial understanding.

Universities like well-rounded people!



A huge congratulations to Emily Coffey (Year 11) who achieved 100% in her Art GCSE and had her Artwork selected for exhibition at the National Students' Art Exhibition, under the Royal Society of British Artists, London, July 2017!





YEAR 8 OPTIONS EVENING

PE – BTEC Level 2 First Award in Sport

Pearson / Edexcel

CORE UNITS (3 YEAR TIMESCALE)

Four selected units of work will be delivered over the 3 year period, covering a spectrum of PE based interests;

- ▶ 1. Fitness for Sport and Exercise (External Assessment - Exam)
- ▶ 2. Practical Sports Performance (Internal Assessment)
- ▶ 3. Training for Personal Fitness (Internal Assessment)
- ▶ 4. Leading Sports Activities (Internal Assessment)

UNIT 1 - FITNESS FOR SPORT AND EXERCISE (EXTERNAL ASSESSMENT - EXAM)

Learning aim A: Know about the components of fitness and the principles of training.

Learning aim B: Explore different fitness training methods.

Learning aim C: Investigate fitness testing to determine fitness levels.

UNIT 2 - PRACTICAL SPORTS PERFORMANCE (INTERNAL ASSESSMENT)

Learning aim A: Understand the rules, regulations and scoring systems for selected sports.

Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports.

Learning aim C: Be able to review sports performance.



UNIT 5 - TRAINING FOR PERSONAL FITNESS (INTERNAL ASSESSMENT)

Learning aim A: Design a personal fitness training programme

Learning aim B: Know about exercise adherence factors and strategies for continued training success

Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives.

Learning aim D: Review a personal fitness training programme.

UNIT 6 - LEADING SPORTS ACTIVITIES (INTERNAL ASSESSMENT)

Learning aim A: Know the attributes associated with successful sports leadership.

Learning aim B: Undertake the planning and leading of sports activities.

Learning aim C: Review the planning and leading of sports activities.

WHY CHOOSE BTEC SPORT & WHAT SKILLS WILL IT OFFER?

The BTEC Sport course is suited to you if;

- ▶ You are looking for a career in Sport Science or Sports Coaching
- ▶ You would like to gain additional Leadership and National Governing Body Coaching Awards
- ▶ You want to gain an understanding of the principles of health related fitness and how the bodily systems function and respond to exercise.
- ▶ Want to look into teaching PE, Sport based subjects in the future.

HOW WILL YOU LEARN?

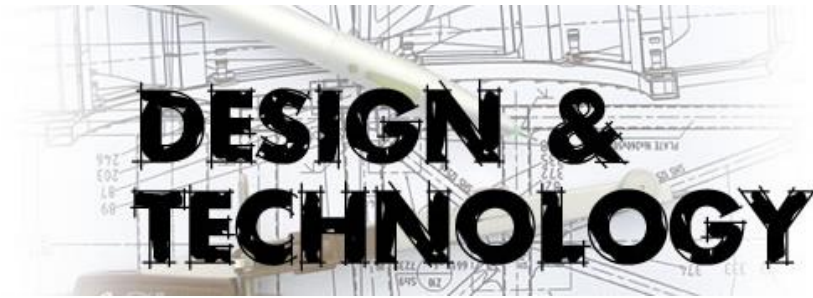
- ▶ Learning will take place in a variety of contexts through Theory and Practical lessons.
- ▶ Classroom based lessons will help embed the principles surrounding PE and sport and deliver a range of lessons specific to the highlighted units.
- ▶ Independent research tasks will be set throughout the course along with homework.
- ▶ You will be encouraged to reflect on your own experience of work or the experiences of family and friends.
- ▶ There will be off school site opportunities.
- ▶ Exam preparation will given through a range of intervention sessions.

WHAT PART WILL YOU PLAY IN THE LEARNING PROCESS?

- ▶ You **MUST** be must be willing to meet strict assignment deadlines.
- ▶ You **MUST** sustain a strong commitment to independent learning and continuous based assessments.
- ▶ You **NEED** to appreciate fully that all the work submitted for assessment must be you own.
- ▶ **MUST** be hard working and have an inquisitive nature to learn and understand.
- ▶ Meet homework and coursework deadlines.
- ▶ Be able to attend school sport practices and attend extra-curricular clubs to support your learning.
- ▶ You **MUST** be prepared for and motivated to work consistently and independently to
- ▶ achieve the requirements of the qualification.

The background is a faded architectural drawing of a building with a curved facade. Overlaid on this are drafting tools: a white pencil at the top left, a pair of compasses in the center, and a long ruler at the bottom. The text 'DESIGN & TECHNOLOGY' is centered over the drawing.

DESIGN & TECHNOLOGY



D&T Areas offered at KS4

- Food
- Product Design
- Child Development

- ▶ **V.Cert Level 1 & Level 2 in Food and Cookery**
- ▶ This qualification is designed for students with an interest in food and cookery. It will provide students with experience of using different cookery techniques and methods to enable them to make a wide range of good quality food products.



DESIGN & TECHNOLOGY

What will you learn?

- ▶ Students will learn to:
- ▶ Prepare and cook food products using basic skills
- ▶ Understand food and its function in the body and in recipes
- ▶ Understand balanced diets and modification of recipes for health
- ▶ Plan and produce dishes for a purpose



DESIGN & TECHNOLOGY

What skills will you develop?

- ▶ **Students develop, the following skills:**
- ▶ **Planning**
- ▶ **Research**
- ▶ **Communication**
- ▶ **Problem solving**
- ▶ **Health and safety**

- ▶ **The qualification consists of four units, three assessed internally and one assessed externally, there is no end of unit examination.**
- ▶ Unit 1 – Preparing to Cook (30 hours)
- ▶ Unit 2 – Understanding Food (30 hours)
- ▶ Unit 3 – Exploring Balanced Diets (30 hours, Externally Assessed)
- ▶ Unit 4 – Plan and Produce dishes in response to a design brief (30 hours)
- ▶ **The final course grade for this qualification is Pass, Merit and Distinction.**



DESIGN & TECHNOLOGY

Product Design – What does it involve?

- ▶ Product Design is a practical subject which requires you to understand the material world around you. You will be designing, Planning, producing and evaluating products. You will be taught basic design principles; you will develop design briefs to produce practical outcomes based on your own designs. You can develop your artistic skills through modeling both on the drawing board and through ICT. You will work with a range of materials, including paper and card, timber based materials, metals and plastics.
- ▶ You will also be taught a range of hand skills, and the new technologies of both CAD and CAM.



DESIGN & TECHNOLOGY

Product Design – What is involved?

- ▶ In Year 10 students develop their skill base learnt in Key Stage 3. Small design tasks are completed which involve students experimenting with different materials and designs
- ▶ Students produce clocks, boxes, toys and lamps.
- ▶ In Year 11 students follow a design brief set by the examination board which allows them to design and make products for a specific target market i.e. iPod docking stations, Radios, Lighting, Jewellery, and Storage



DESIGN & TECHNOLOGY

Qualification

- ▶ **Unit 1 PRODUCT DESIGN WRITTEN EXAM PAPER (40%)**
– Length: 2 hours
- ▶ **Unit 2: PRODUCT DESIGN (60%) – Controlled Assessment**
- ▶ The final course grade for this qualification is a GCSE Grades A*–G

- ▶ **Cambridge Nationals Level 1 /2 Child Development**
- ▶ This qualification is designed for students who wish to develop knowledge and practical skills in Child Development. It is designed with both practical and theoretical elements, which will prepare students who wish to work with children or complete further studied in Child Development or Health and Social Care.



DESIGN & TECHNOLOGY

What will you learn?

- ▶ **Students will learn:**
- ▶ Pre natal care and postnatal care
- ▶ Childhood illness and safety
- ▶ How to look after a child from birth to 5 years
- ▶ How children all develop and progress at different rates and why
- ▶ Nutritional needs of a baby and a young child
- ▶ The importance of family life in the development of a child and the different types of families around

- ▶ The qualification consists of one written exam (1 hour and 15 minutes) and two pieces of controlled assessment (10 hours each), themes set by the examination board.
- ▶ The final course grade for this qualification is Pass, Merit and Distinction.



DESIGN & TECHNOLOGY

Reasons to take a D&T subject

- ▶ Students are able to show they have a wide range of skills which future employers and education routes e.g. University and College are asking for.
- ▶ The Government speak of industry taking us out of the recession, you can be part of that process.
- ▶ A range of job opportunities, many very well paid and with good career opportunities.
- ▶ They are enjoyable subjects, which give students the opportunity to create and make, whilst gaining a possible A* – C grade or pass, merit distinction

GCSE GERMAN

ERCALL WOOD

Course description

Exam Board: Edexcel

Website: www.qualifications.pearsons.com

The German Language GCSE will encourage students to develop all 4 language skills, such as listening, speaking, reading and writing. Students will be encouraged to develop independency in these skills through thorough understanding of grammatical structures and a high range of vocabulary. A range of authentic literature and non-fiction texts from range of genres and types will be also used to promote cultural awareness. There is an emphasis on spelling, punctuation, translation and grammar including the use of vocabulary.

Themes:

1. Identity and culture
2. Local area, holiday and travel
3. School
4. Future aspirations, study and work
5. International and global dimension

Course content

GCSE German Language

The course will be assessed by:-

- End of course examinations in which students will sit their listening, reading and writing component in two sessions. They will also be assessed on their speaking skill during April (dates depending on exam board) – this exam will be conducted by the class teacher and submitted to the exam board for marking. All 4 components are worth 25% of the overall GCSE grade and all papers are marked externally by the exam board.

For the listening examination, students will be entered either for higher or foundation paper, where they will be assessed on their comprehension of the texts and situations presented on the audio recording.

For the speaking examination students will be presented with 3 tasks: A – Role play, B - Picture based task (description of the picture and conversation), C - General conversation. In the last task students will be allowed to choose one topic themselves, the other topic will be allocated by the exam board. Students will have 12 minutes preparation time and will be allowed to take their notes into the examination.

For the reading examination, students will be entered either for higher or foundation paper (this has to be the same tier as the listening examination). Students will be assessed on their comprehension of the texts provided, there will be also a literary text comprehension and complete a translation activity (from German to English).

For the writing examination, students will have 3 tasks: A – Picture-based task (20-30 words), B – Translation (from English to German) and C – Extended writing task (80-90 words).

Possible careers and further education

GCSE in MFL is one of the most important qualifications for equipping students with the extended reading, writing and communication skills they will need when progressing into employment and/or higher education. Not only are these skills desired in many careers, they also underpin successful study at all levels. As there is a rising demand for people with modern language skills many of the Universities (all of the Russell group universities) expect applicants to have a foreign language to at least GCSE level as standard.

[Interpreter](#)

[Secondary school teacher](#)

[Translator](#)

[Broadcast journalist](#)

[Detective](#)

[Diplomatic service officer](#)

[English as a foreign language teacher](#)

[International aid/development worker](#)

[Logistics and distribution manager](#)

[Marketing executive](#)

[Patent examiner](#)

[Sales executive](#)

[Tour manager](#)

COMPUTER SCIENCE

GCSE Computer Science (8520)



THE COURSE

COMPUTER SCIENCE GCSE CONTENTS

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Fundamentals of cyber security
7. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
8. Aspects of software development
9. Non-exam assessment

Paper 1: Computational thinking and problem-solving

What's assessed

Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from subject content 1–4 above.

How it's assessed

- Written exam set in practically based scenarios: 1 hour 30 minutes
- 80 marks
- 40% of GCSE

Questions

A mix of multiple choice, short answer and longer answer questions assessing a student's practical problem-solving and computational thinking skills.



Paper 2: Written assessment

What's assessed

Theoretical knowledge from subject content 3–7 above.

How it's assessed

- Written exam: 1 hour 30 minutes
- 80 marks
- 40% of GCSE

Questions

A mix of multiple choice, short answer, longer answer and extended response questions assessing a student's theoretical knowledge.



Non-exam assessment

What's assessed

The non-exam assessment (NEA) assesses a student's ability to use the knowledge and skills gained through the course to solve a practical programming problem. Students will be expected to follow a systematic approach to problem-solving, consistent with the skills described in Section 8 of the subject content above.

How it's assessed

- Report: totalling 20 hours of work
- 80 marks
- 20% of GCSE

Tasks

The development of a computer program along with the computer programming code itself which has been designed, written and tested by a student to solve a problem. Students will produce an original report outlining this development.



GCSE Science

Thinking and working like a scientist



Welcome to GCSE Science

- Science is one of three core subjects at GCSE – that means it's **compulsory**
- OCR 21st Century Science (OCR B)
- Choose from one of two options:
 - Combined Science – worth 2 GCSEs
 - Triple Science – worth 3 GCSEs



Combined Science

- The course many of you will take – the no option option!
- Worth 2 GCSEs but contains elements of Biology, Chemistry and Physics
- Four exam papers at the end of Year 11
 - One each for Biology, Chemistry and Physics (1hour 45mins each)
 - Paper four is about using experiment data (1hour 45 mins)
- No Coursework!



Triple Science



- Leads to 3 separate GCSEs in Biology, Chemistry and Physics
- Will be one of your options – you must select this option on your form if you want to take Triple Science
- Covers the same units as the combined course but with extra parts in each unit
- Bridges the gap to AS level so it will help those of you who want to take Science at A level but is only suitable if you are working at a safe grade 5. Check with your child's Science teacher for further advice

Triple Science - Assessment

- Biology, Chemistry and Physics GCSEs are separate
- Two exams per subject (6 in total):
 - Paper 1: **Breadth** paper which contains short answer questions and will cover everything in limited detail (1hr 45 minutes)
 - Paper 2: **Depth** paper where a few topics (we won't know which) are assessed in detail. Longer-answer questions. (1hr 45mins)
 - There will be questions about handling experimental data in the papers
- No coursework



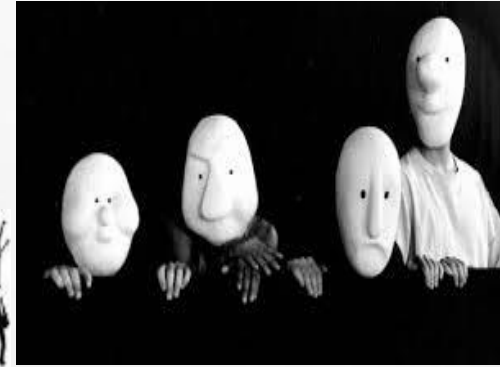
PERFORMING ARTS

DRAMA, MUSIC & DANCE



REASONS FOR CHOOSING A PERFORMING ARTS SUBJECT

THERE ARE **2** MAIN REASONS
WHY STUDENTS CHOOSE A
PERFORMING ARTS SUBJECT LIKE
DRAMA, MUSIC OR DANCE



ASPIRATION

IF YOU THINK YOU
WANT TO STUDY
DRAMA, MUSIC OR
DANCE WHEN YOU
LEAVE SCHOOL

THESE STUDENTS TEND TO HAVE A
TALENT AND PASSION FOR THE SUBJECT
WHICH IS REFLECTED IN THEIR LEVEL OF
EXPERIENCE IN AND OUT OF SCHOOL



**YOU
BRING
THE
TALENT**

ENJOYMENT

IF YOU REALLY
ENJOY DRAMA,
MUSIC OR DANCE
IN LESSONS OR
OUTSIDE SCHOOL

THESE STUDENTS ARE ENTHUSIASTIC IN
LESSONS AND LOOK FORWARD TO
SPENDING MORE TIME STUDYING THE
SUBJECT NEXT YEAR



GCSE DRAMA



60%
Practical and
Coursework

40%
Exam

Component 2: Devising drama (practical)

What's assessed

- Process of creating devised drama.
- Performance of devised drama (students may contribute as performer or designer).
- Analysis and evaluation of own work.

Component 1: Understanding drama

What's assessed

- Knowledge and understanding of drama and theatre.
- Study of one set play from a choice of six.
- Analysis and evaluation of the work of live theatre makers.

How it's assessed

- Written exam: 1 hour and 45 minutes
- Open book
- 80 marks
- 40 % of GCSE

How it's assessed

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total
- 40 % of GCSE

Component 3: Texts in practice (practical)

What's assessed

- Performance of two extracts from one play (students may contribute as performer or designer).

Free choice of play but it must contrast with the set play chosen for Component 1.

How it's assessed

- Performance of Extract 1 (20 marks) and Extract 2 (20 marks)
- 40 marks in total
- 20 % of GCSE

GCSE MUSIC



30%
Performance

30%
Composition

40%
Exam

Component 1: Understanding music

What's assessed

- Listening
- Contextual understanding

How it's assessed

Exam paper with listening exercises and written questions using excerpts of music.

Questions

- Section A: Listening – unfamiliar music (68 marks)
- Section B: Study pieces (28 marks).

The exam is 1 hour and 30 minutes.

This component is worth 40 % of GCSE marks (96 marks).

Component 2: Performing music

What's assessed

Music performance

How it's assessed

As an instrumentalist and/or vocalist and/or via technology:

- Performance 1: Solo performance (36 marks)
- Performance 2: Ensemble performance (36 marks).

A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.

This component is 30 % of GCSE marks (72 marks).

Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA. Performances must be completed in the year of certification.

Component 3: Composing music

What's assessed

Composition

How it's assessed

- Composition 1: Composition to a brief (36 marks)
- Composition 2: Free composition (36 marks).

A minimum of three minutes of music in total is required.

This component is 30 % of GCSE marks (72 marks).

Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.

GCSE DANCE



60%
Practical
Performance
and
Choreography

40%
Exam

Component 1: Performance and choreography

What's assessed

Performance

- Set phrases through a solo performance (approximately **one minute** in duration).
- Duet/trio performance (minutes in a dance which is a maximum of **five** minutes in duration).

Choreography

- Solo or group choreography – a solo (**two to two and a half** minutes) or a group dance for two to five dancers (**three to three and a half** minutes).

How it's assessed

Internally marked and externally moderated

Performance

- 30 % of GCSE
- 40 marks

Choreography

- 30% of GCSE
- 40 marks

Total component 60 %

Non-exam assessment (NEA) marked by the centre and moderated by AQA.

Component 2: Dance appreciation

What's assessed

- Knowledge and understanding of choreographic processes and performing skills.
- Critical appreciation of own work.
- Critical appreciation of professional works.

How it's assessed

- 40% of GCSE
- Written exam: 1 hour 30 minutes
- 80 marks

Questions

Based on students' own practice in performance and choreography and the GCSE Dance anthology.

SKILLS FOR YOUR CV

- **CONFIDENCE**
- **SELF-PRESENTATION**
- **TEAMWORK AND COLLABORATION**
- **TIME MANAGEMENT AND ORGANISATIONAL SKILLS**
- **SELF-AWARENESS**
- **SELF-DISCIPLINE**
- **PROBLEM SOLVING**
- **COMMUNICATION SKILLS**
- **AN OPEN MIND AND THE ABILITY TO MOVE BEYOND BOUNDARIES AND EXPERIMENT WITH DIFFERENT IDEAS**
- **ANALYTICAL, CRITICAL AND RESEARCH SKILLS**
- **THE ABILITY TO COPE WITH CRITICISM AND LEARN FROM IT**
- **PERSEVERANCE**

CAREER OPPORTUNITIES AND FURTHER STUDIES

- A GCSE IN DRAMA, MUSIC OR DANCE COULD LEAD ON TO FURTHER STUDY OF SUBJECTS SUCH AS: DRAMA & THEATRE STUDIES, DANCE, MUSIC, PERFORMING ARTS, FILM STUDIES, MEDIA STUDIES, MUSIC TECHNOLOGY, COMMUNICATION & CULTURE, ENGLISH.....
- CAREER OPPORTUNITIES FOR STUDENTS WHO STUDY DRAMA, MUSIC OR DANCE AT A HIGHER LEVEL INCLUDE: THE MEDIA, THEATRE, TELEVISION, RADIO, THE FILM INDUSTRY, PERFORMER, WRITER, TECHNICIAN, COMPOSER, ARTS ADMINISTRATION, DRAMA/DANCE/MUSIC THERAPY, EDUCATION.....



GCSE History.

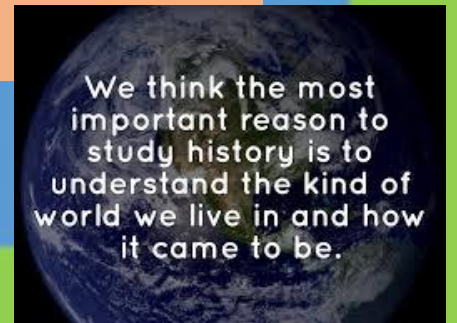
Why Study History?

History is the study of us.
It tells us:
Who we are.....
Where we've been....
Where we're going....
It defines us.

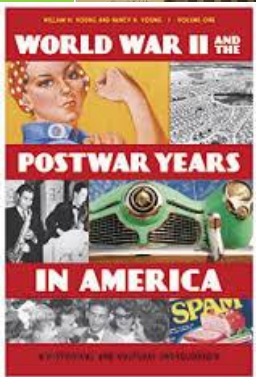
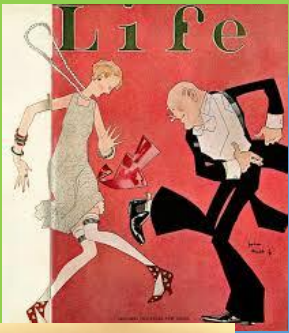
History is great subject for anyone who wants to go on to university because it teaches you how to research and ask questions.

It teaches you to argue your point and understand the true meaning of what people say

History
is WHO we are and
WHY we are the way we are.
History is not just the Past.
History is the PRESENT.



Topics we cover



Paper 1: Understanding the modern world

Section A: Period studies

America, 1920-1973:
Opportunity and inequality.



Section B: Wider world depth studies

Conflict and tension between
East and West, 1945-1972



Paper 2: Shaping the nation

Section A: Thematic studies

Britain: Migration, empires and
the people: c790 to the
present day



Section B: British depth studies
including the historic
environment

Restoration England, 1660-
1685



Course requirements:

History is an extremely challenging subject.

You will need to learn a large amount of knowledge about the events and you will need to be able to process, analyse and evaluate that information..

The course is assessed in two exams of 1 hour 45 mins each. The questions are all extended answers and you will be marked on your spag. So will need good literacy skills.

Because there is such a huge amount of content, the lessons go at a fast pace and standards of behaviour are high.

Support and Help:

Homework is set once per week and will support your own revision and review work.

There will be intervention sessions once per week after school in year 11 and every other week in years 9 and 10

Homework support will be one lunchtime per week for all years.

HistoRy
DepArTMeNt
Welcome to the time machine...



The Specification- AQA GCSE Geography

Paper 1- Living with the physical environment	Paper 2- Challenges in the human environment	Paper 3- Geographical application
<ul style="list-style-type: none">• The challenge of natural hazards.• The living world• Physical landscapes in the UK• Geographical skills.	<ul style="list-style-type: none">• Urban issues and challenges• The challenging economic world• The challenge of resource management• Geographical skills	<ul style="list-style-type: none">• Issue evaluation• Fieldwork• Geographical skills
<p>EXAM: 1 hour 30 minutes 35% of GCSE 88 marks (including 3 marks for SPaG)</p>	<p>EXAM: 1 hour 30 minutes 35% of GCSE 88 marks (including 3 marks for SPaG)</p>	<p>EXAM: 1 hour 15 minutes 30% of GCSE 76 marks (including 6 marks for SPaG)</p>

Most of the papers are level marked. How students construct their answers is key in gaining top marks.

The course focuses on two core concepts



Understanding how people have influenced places and how countries have developed over time.

All units of work reflect the interrelationships between these two concepts

Understanding the natural processes which shape out landscapes and natural geography.



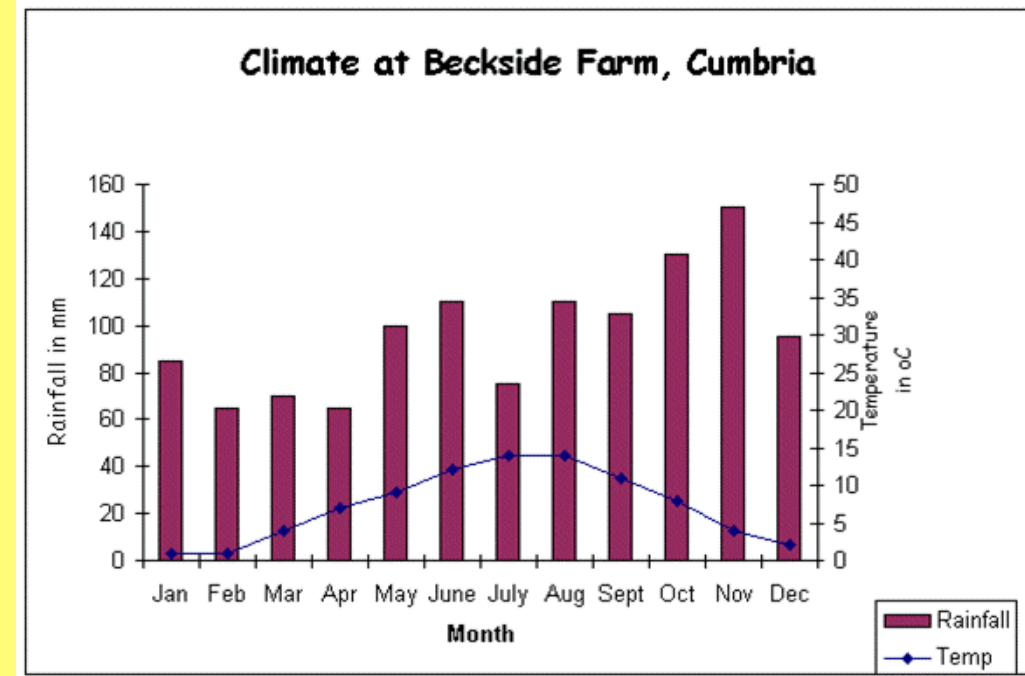
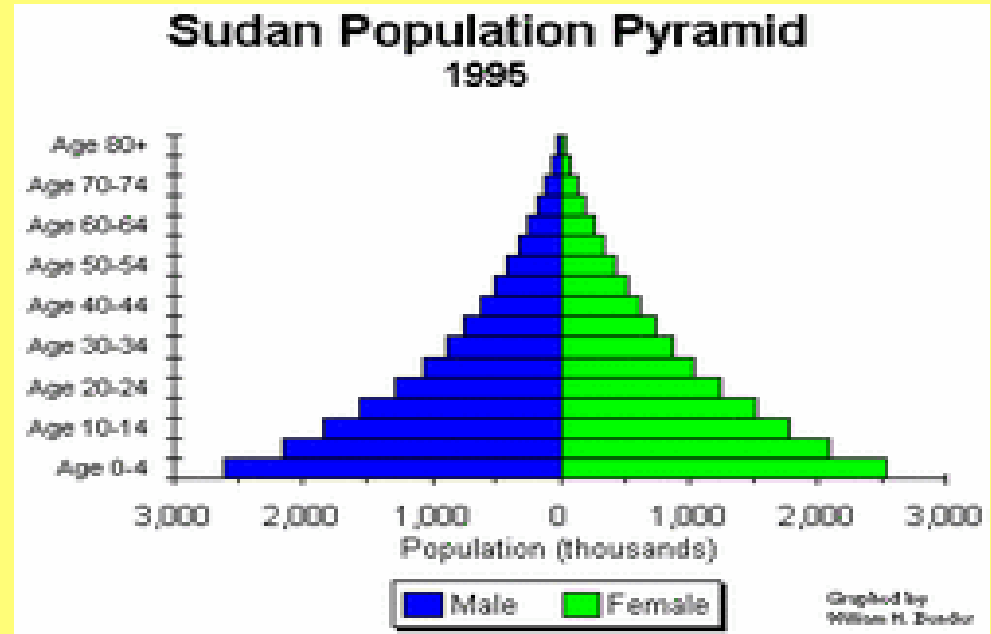
Fieldwork

- As part of the course students are required to attend two fieldtrips:- a physical landscape investigation and a human landscape investigation.
- Students will be expected to complete a fieldwork write up and aspects of this will be assessed in the final examination.



Numeracy skills

- Numeracy skills are examined across the three papers. In the exam students will need to be able to perform calculations such as mean, mode, modal class, range and interquartile ranges.
- Graph creation and completion are also skills that students are expected to be able to perform.



How are the students assessed?

0 1 . 3 Suggest **two** reasons for the slow rate of urban growth in many higher income countries (HICs).

[2 marks]

Reason 1

Reason 2

Point marked questions

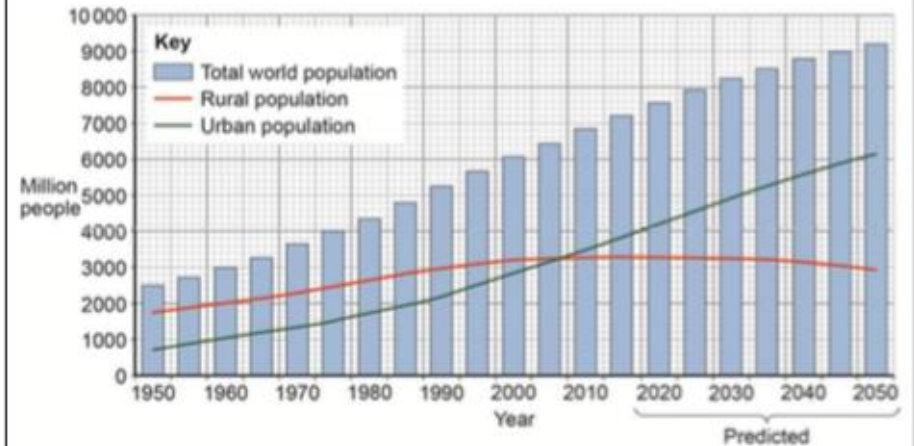
These are lower mark questions.

- They may be short written answers or multiple choice

Point marked questions make up a minority of the paper.

Study Figure 2, a graph showing changes in the world's rural and urban population from 1950 to 2050 (predicted).

Figure 2



0 1 . 2 Using Figure 2, which **two** of the following statements about the world's rural and urban population are true?

Shade **two** circles only.

- A The rural population grew fastest between 2000 and 2010. ☐
- B The urban population grew more rapidly than the rural population between 1950 and 2000. ☐
- C The urban population is expected to grow more slowly than the rural population from 2015 onwards. ☐
- D The urban population increased by over 2000 million between 1950 and 2010. ☐
- E The world's total population doubled between 1950 and 1980. ☐

[2 marks]

How are the students assessed?

Level marked questions

These are higher mark questions
between 6 and 12 marks

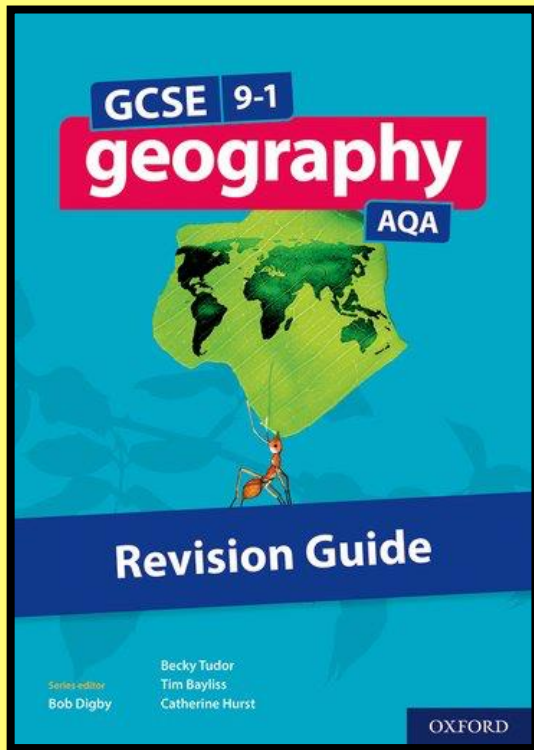
- These are extended written responses which require the students to write in depth.
- To gain high marks on these questions, students must be able to clearly articulate their knowledge and understanding.

Point marked questions make up the majority of the paper.

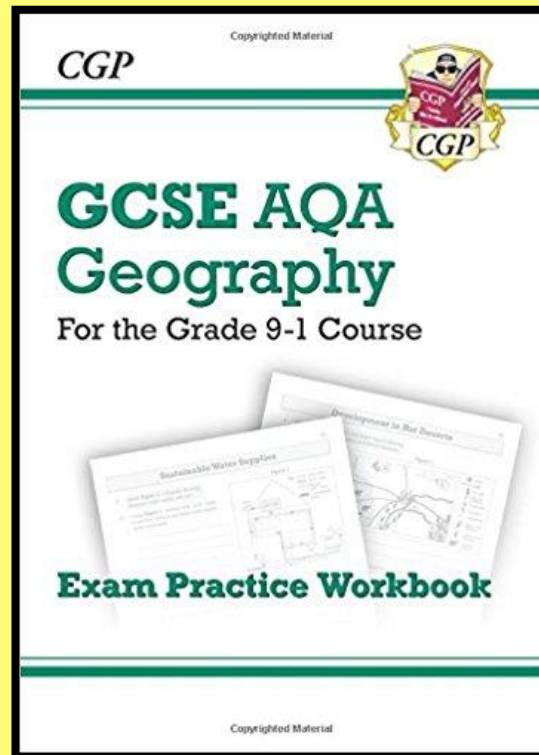
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Students need...

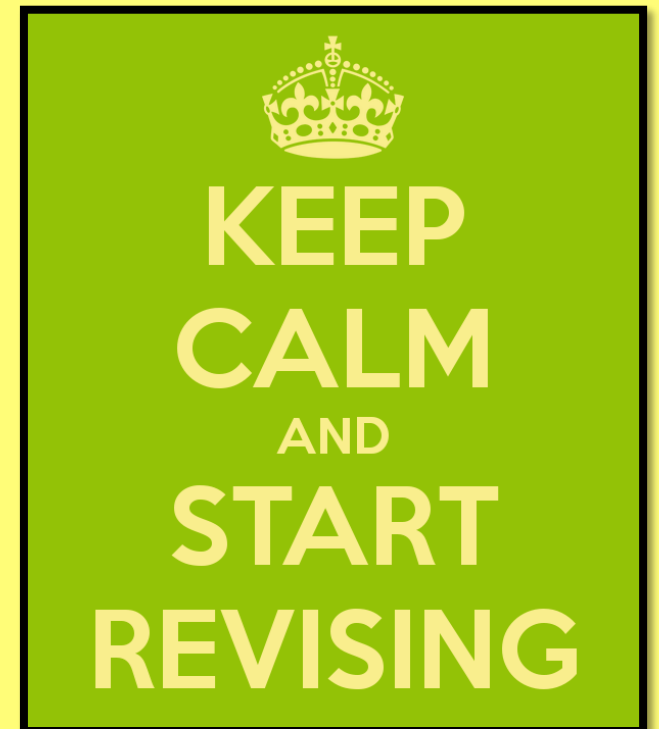
A revision guide for
the AQA
specification



Complete the
homework set every
week to extend their
learning beyond the
classroom.



Attend the
afterschool revision
classes as the course
progresses.



OCR Nationals Enterprise and Marketing

- **Exciting**
- **Research based**
- **Two pieces of coursework**
- **One examination with resit opportunity**
- **Graded Distinction*/ Distinction/ Merit/
Pass at Level 2**

Who is this qualification for?

- This qualification is for learners aged 14-16 who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business. For example, learners may progress onto OCR's Level 3 Certificate in Preparing for a Business Venture, OCR's Level 3 Cambridge Technicals in Business, Introductory Certificates in Marketing or A Levels in related subjects.

What will the learner study as part of this qualification?

All learners will study three mandatory topics as follows:

- • Enterprise and marketing concepts
- • Design a business proposal
- • Market and pitch a business proposal

Which subjects will complement this course?

- This qualification is complemented by a range of GCSEs such as Business, Maths and English.
- It also complements creative subjects such as Art and Design and can be delivered alongside other vocational courses including ICT and Creative iMedia.