

# Options - new subject areas

- Sociology
- Media Studies
- Photography
- Business Studies.
- Dance
- Technology
- ICT
- Economics
- Computing
- Music Technology



**Sociology** is the study of **society**. It helps us understand and reflect on:

- The way we make **society** what it is
- How **society** can make us who we are



# Sociology take

## you?

- Law
- Charities and NGOs
- Business
- Social work
- Education
- Research
- Counselling
- Health services
- International development
- Criminology
- Government and Politics

---

**The possibilities are endless!**



# Sociology in Year 10

You will learn about:

1. The sociological approach
2. Social structures, social processes and social issues
3. Families
4. Education
5. Crime and deviance
6. Social stratification – inequality and power
7. Sociological research methods





Are we ever truly free?

How do we  
become  
human?

Why is there  
inequality in  
the world?

What does it mean to be  
'different?'





# WHY AQA MEDIA STUDIES GCSE?

You are surrounded by media everyday: radio, newspapers, films, TV, Social Media, Web 2.0 internet. We live in a digital world and you are already confident consumers of the media.

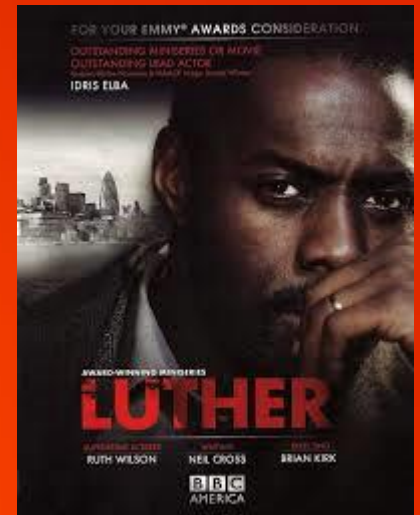
Now is the time to step back and look beneath the surface of the media you consume and think **critically** and **analyse** it in depth.

# GCSE Media Coursework

- What would I do?

You must complete 1 course-work (30% of your final grade). Topics could cover:

- The Music Industry
- Reality TV
- British Newspapers
- Advertising
- Magazines
- Film Genres
- Video Games





# Coursework (30%)

- Previous media project examples include:
- The launch of a new magazine (sample pages)
- Film trailer and marketing campaign
- Advertising campaign for new brand
- Record a new community radio project



# Y11: 2 Exams x 90 mins (70%)

The areas of study include:

## Paper 1

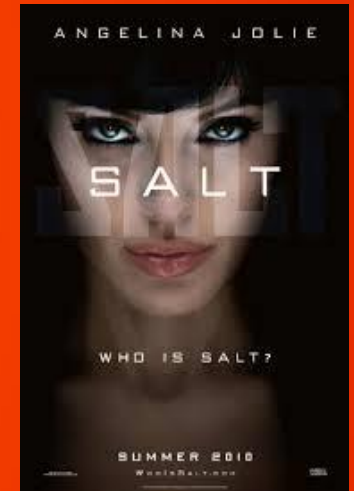
Media Industries eg BBC, Sky, Facebook

Media Representation eg gender, social class, religion, ethnicity, etc

Media Audiences eg how are they constructed?

## Paper 2

Media Language and Media Contexts



## Key areas of study and key media concepts studied in lessons:

**Representation** –how are different people represented by the media in terms of gender, age, social class, ethnicity, religion,etc?

What are the reasons for this? Is it positive or negative representation?

**Audience**- how do different media products find their audience?

**Media language**- how do I deconstruct different media texts? You need to learn new vocabulary to analyse confidently and accurately.

**Institution**- which companies are making money from media products and new digital media? Billions of pounds profit can be made. Who controls what we see and can access in the media?

**Practical coursework tasks:** After you have studied real media texts you will then create your own media products using everything you have learned.



Spectre trailer: <https://www.youtube.com/watch?v=LTDaET-JweU&safe=active>

SALT trailer: <https://www.youtube.com/watch?v=QZ40WlshNwU>

'Mission Impossible 5' : <https://www.youtube.com/watch?v=EIIsauUFIguE&safe=active>

Now let's practice some film analysis.....

Areas to look out for before you watch the film clip:

1. Camera angles and shots-what are they and why are they effective?
2. Use of Music/Sound Effects for impact?
3. Editing of film for maximum tension and drama?
4. How is the action hero/heroine introduced through the use of costume, dialogue, location/setting?
5. Can you spot any SFX?
6. Compare gender representation of Jolie and Craig?

# Is Media Studies for me?

- If you are creative, imaginative and hard-working and already have an interest in the media around you, then this GCSE is for you.
- Many of the GCSE students go on to pursue Media Studies and Film Studies A-level at Fortismere and later at degree level.

See you in September!



# Photography

<http://fortismereartdepartment.weebly.com/gcse-photography1.html>

<http://fortismereartdepartment.weebly.com/gcse-photography1.html>

# The GCSE Business Assessment

- 2 exams in **May 2019**: 90 minutes each
- **Section A**: Both papers have 15 Multiple Choice Questions and
- **Section B** includes **short, medium and extended response style questions** which use **stimulus material that draws on real business contexts**. This section of the component is worth 65 marks out of 80 marks.

# Overview of **GCSE Business** specification

<b>Business 1: business activity, marketing and people (01)</b>	
<b>1. Business activity</b>	1.1 The role of business enterprise and entrepreneurship 1.2 Business planning 1.3 Business ownership 1.4 Business aims and objectives 1.5 Stakeholders in business 1.6 Business growth
<b>2. Marketing</b>	2.1 The role of marketing 2.2 Market research 2.3 Market segmentation 2.4 The marketing mix
<b>3. People</b>	3.1 The role of human resources 3.2 Organisational structures and different ways of working 3.3 Communication in business 3.4 Recruitment and selection 3.5 Motivation and retention 3.6 Training and development 3.7 Employment law

**Business 1 = Year 10;**

<b>Business 2: operations, finance and influences on business (02)</b>	
<b>4. Operations</b>	4.1 Production processes 4.2 Quality of goods and services 4.3 The sales process and customer service 4.4 Consumer law 4.5 Business location 4.6 Working with suppliers
<b>5. Finance</b>	5.1 The role of the finance function 5.2 Sources of finance 5.3 Revenue, costs, profit and loss 5.4 Break-even 5.5 Cash and cash flow
<b>6. Influences on business</b>	6.1 Ethical and environmental considerations 6.2 The economic climate 6.3 Globalisation
<b>7. The interdependent nature of business</b>	

**Business 2 = Year 11**



# Other exam elements

- **At least 10%** of the overall marks involves **QUANTITATIVE** skills e.g. % change calculations
- **Synoptic assessment** is found in the Business 2: operations, finance and influences on business component
- Here, you will need to draw upon the full range of content from the course to answer at least two of the questions in **Section B**.

# Quantitative skills requirement

## Use of quantitative skills

The list below states the range and extent of mathematical techniques appropriate to GCSE (9–1) in Business. Learners must draw on the knowledge and understanding in section 2 of the specification to apply these skills to relevant business contexts.

### Calculation

Calculations in a business context, including:

- percentages and percentage changes
- averages
- revenue, costs and profit
- gross profit margin and net profit margin ratios
- average rate of return
- cash flow forecasts, including total costs, total revenue and net cash flow.

## Interpretation

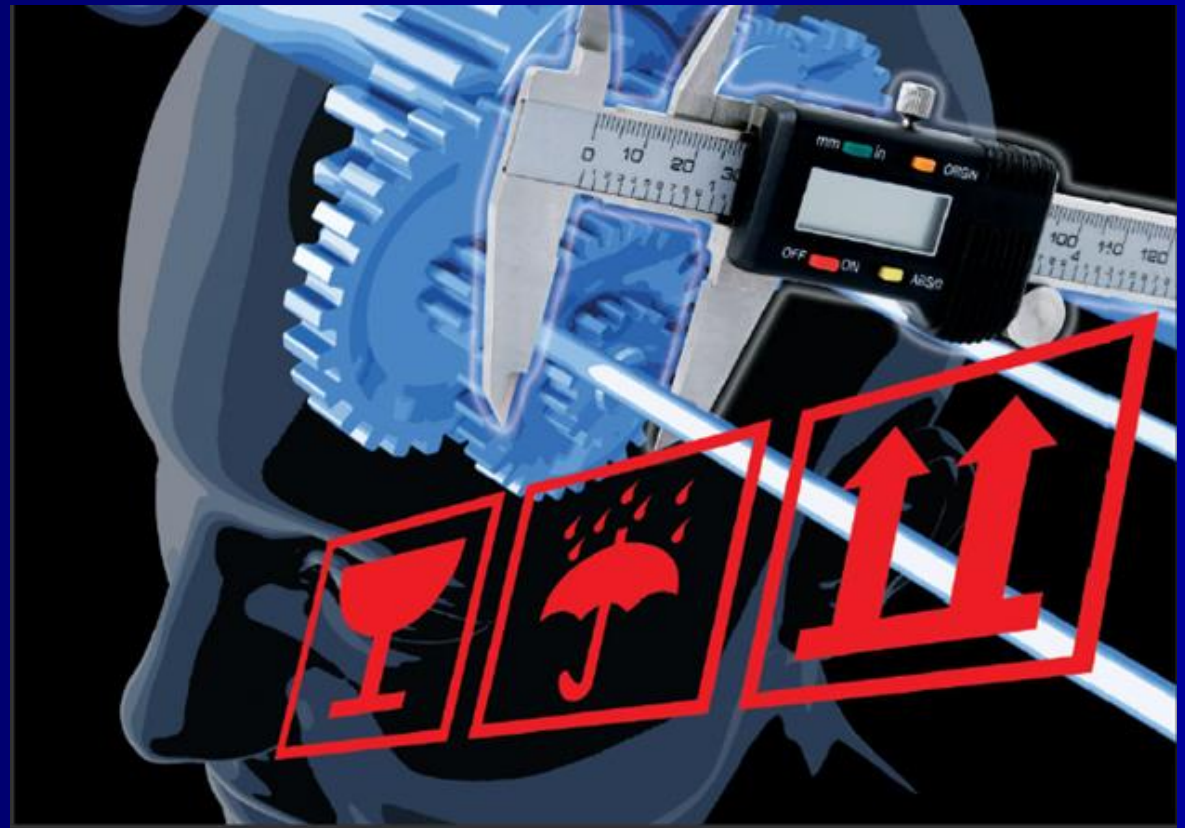
Interpretation and use of quantitative data in business contexts to support, inform and justify business decisions, including:

- information from graphs and charts
- profitability ratios (gross profit margin and net profit margin)
- financial data, including profit and loss, average rate of return and cash flow forecasts
- marketing data, including market research data
- market data, including market share, changes in costs and changes in prices.

At least 10% of the total marks for the qualification will reward the use of quantitative skills at a level of demand which is not lower than that which is expected of learners at Key Stage 3 as outlined in the Department for Education's document *Mathematics programmes of study: Key Stage 3*, document reference DFE-00179-2013.

**DANCE**

# Design & Technology



# **It's all changing .....**

- **Resistant Materials**
- **Graphic Products**
- **Textiles**
- **Food Technology**
- **Product Design**

**..... they're all going!**

**These subjects are being  
replaced by one GCSE called  
Design & Technology**

There are also new qualifications called **Technical Awards**

The Level 2 Technical Award is worth the same as a GCSE

# **What's in a GCSE?**

**Component 1 – subject  
knowledge**

**Exam paper worth 50%**



# **Component 2 – design & make task**

**Project worth 50%**

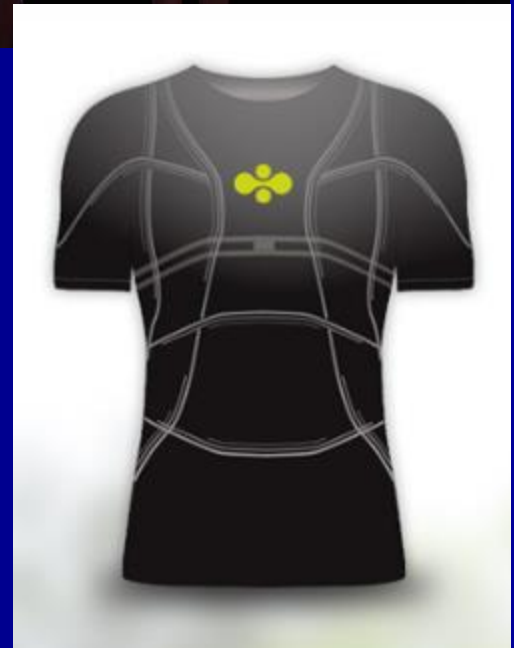
# **Subject Knowledge**

**Design & Technology in our world**  
**Modern & Smart Materials**  
**Electronic devices and**  
**programmable components**  
**Mechanical devices**  
**Materials**

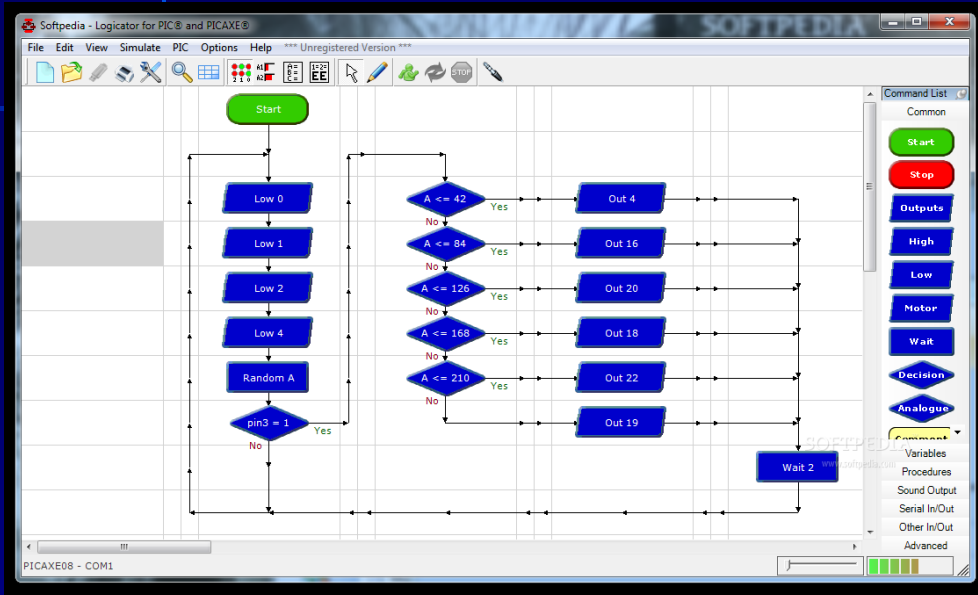
# Design & technology in our world



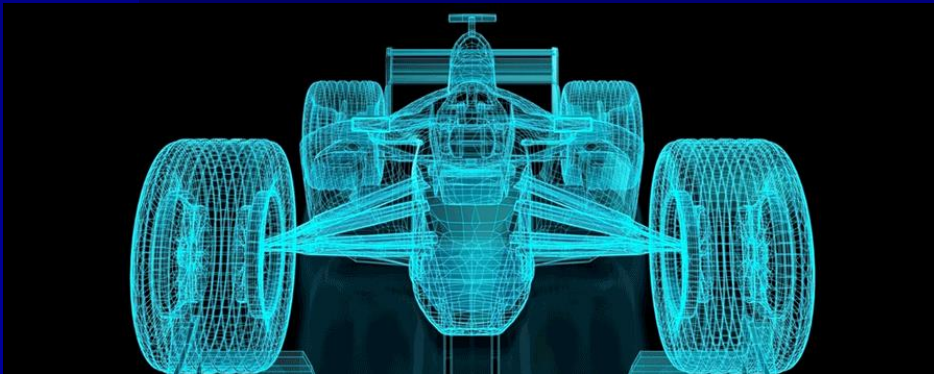
# Modern & smart materials



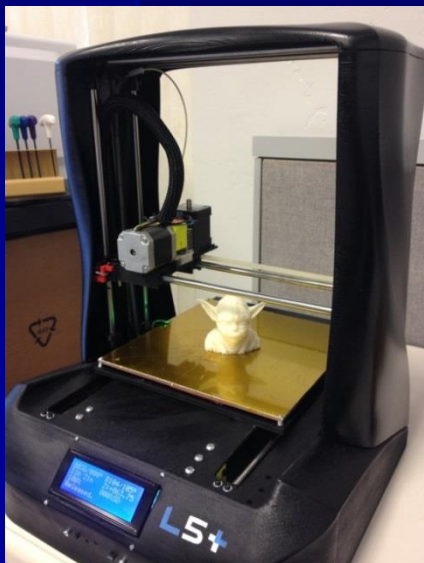
# Electronic devices and programmable components



# Mechanical devices



# Materials



# Subject knowledge

- **Learn all areas but specialise in one area.**



## **Component 2:**

**Design & make task 50%**

**Design & make a product in your specialist area.**

**Design & Make project based  
on one area from:**

**Electronics / mechanisms**

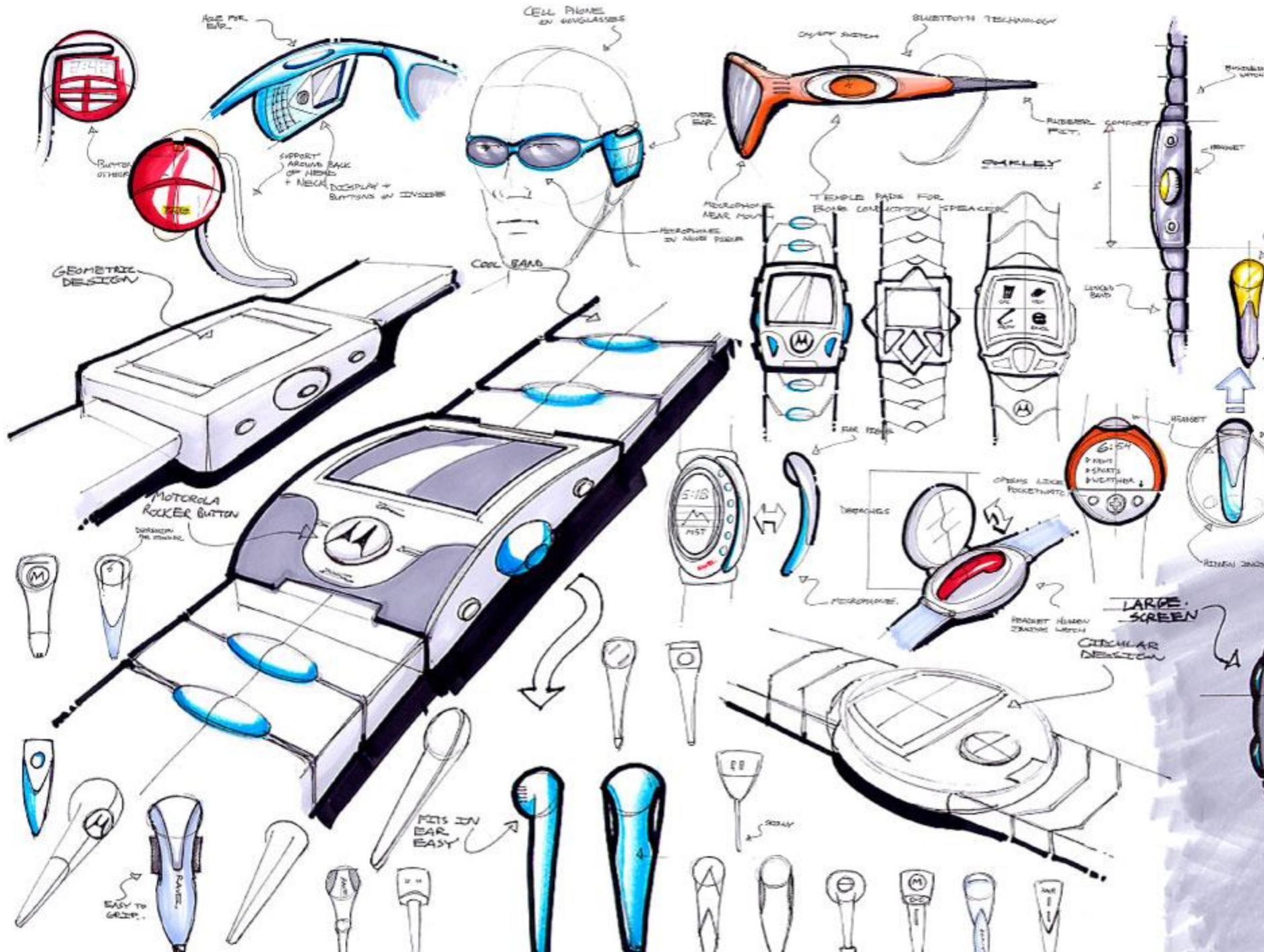
**Paper & board**

**Timber**

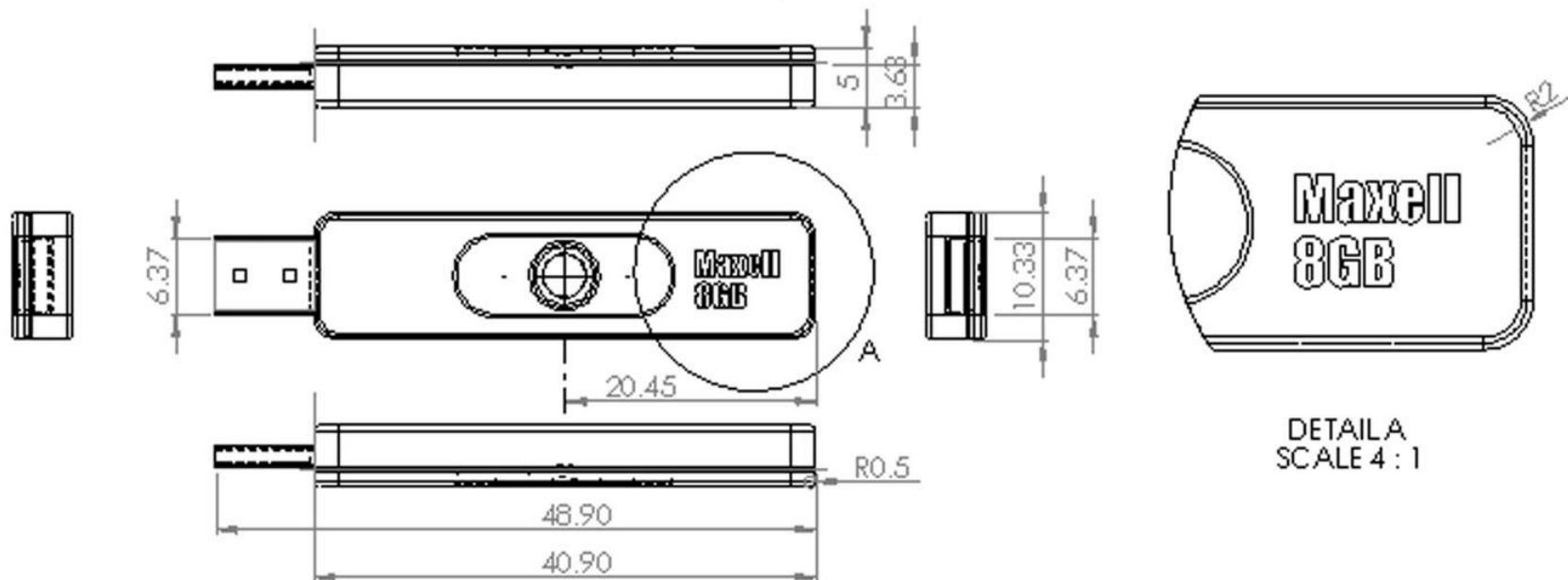
**Metals**

**Polymers**

**Textiles**



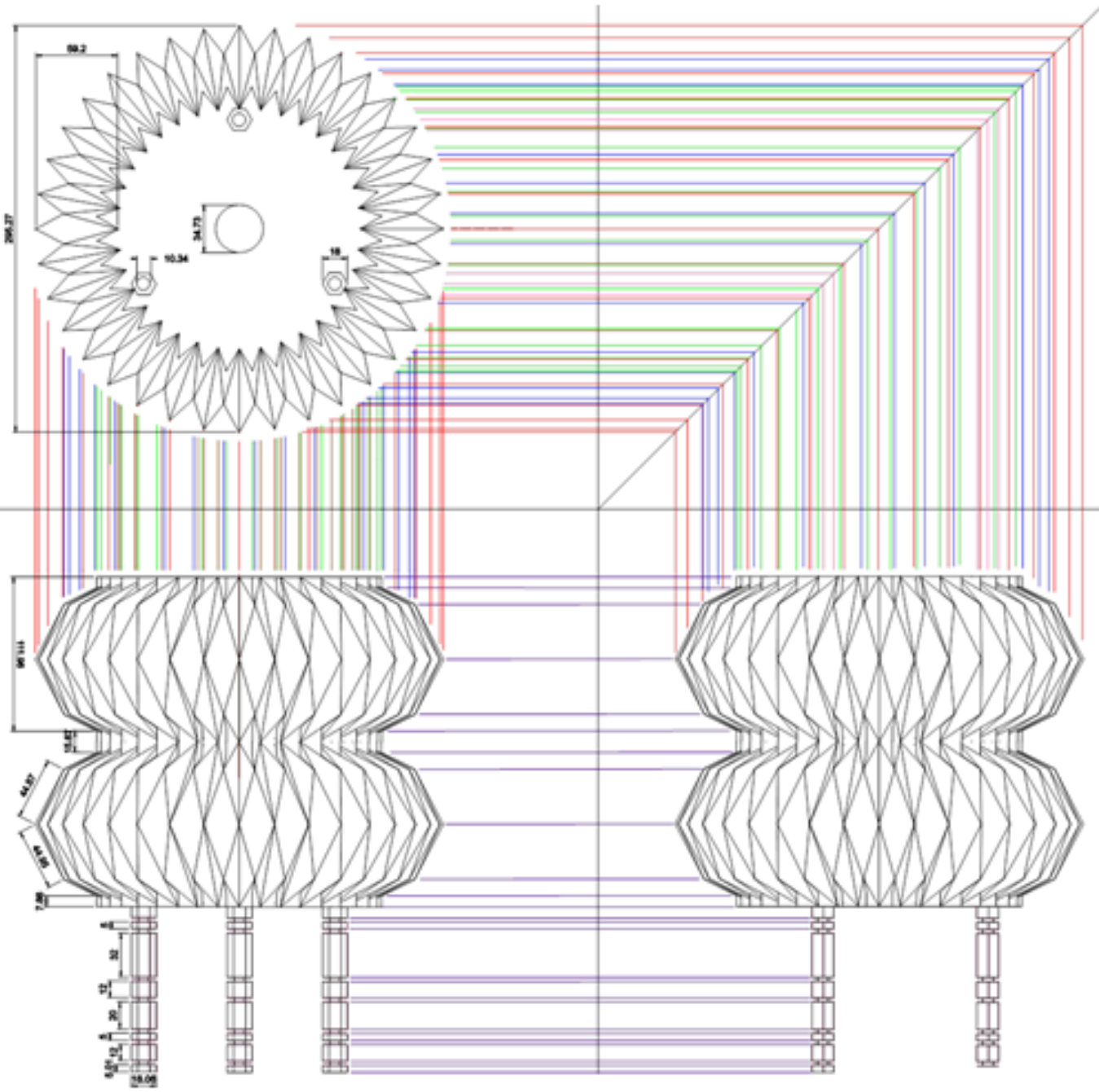




DETAIL A  
SCALE 4 : 1

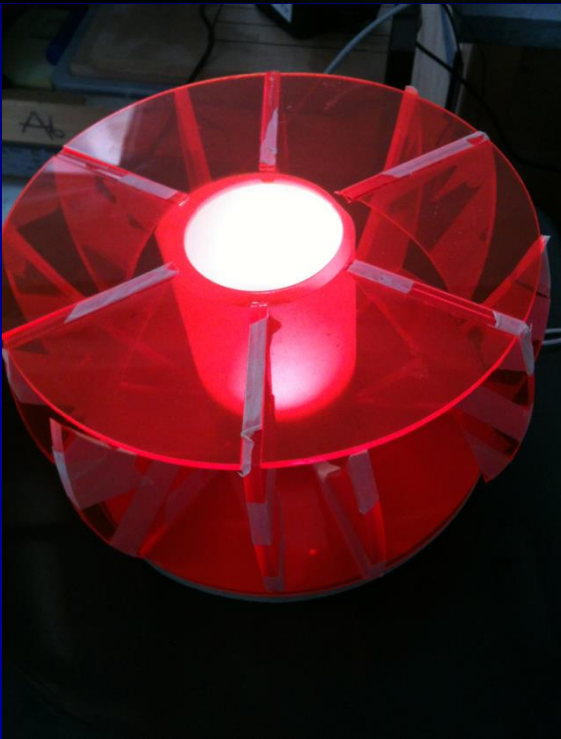
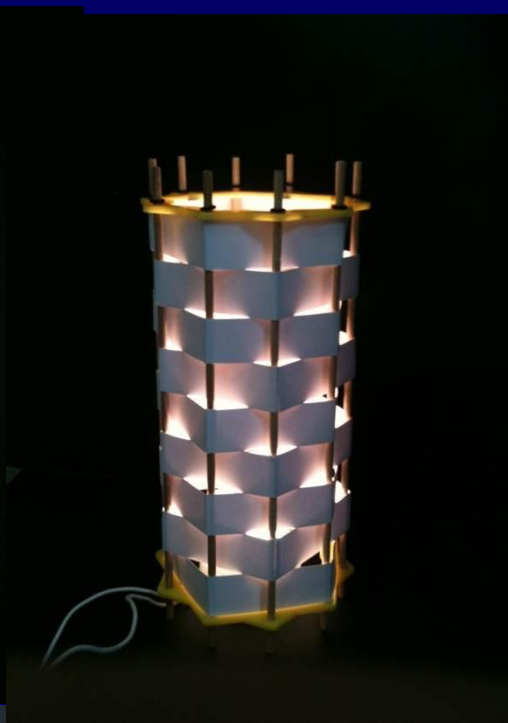
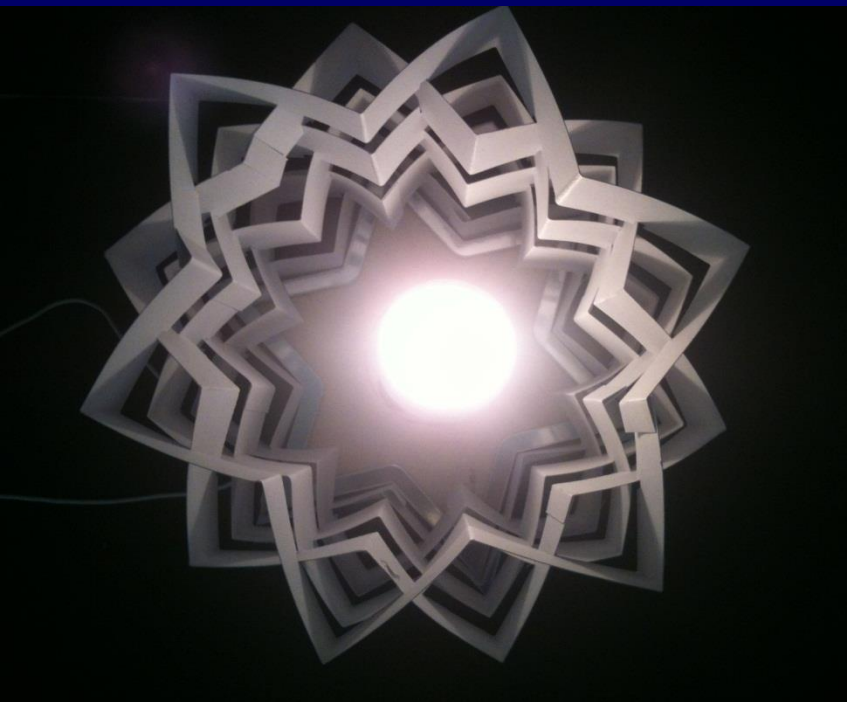


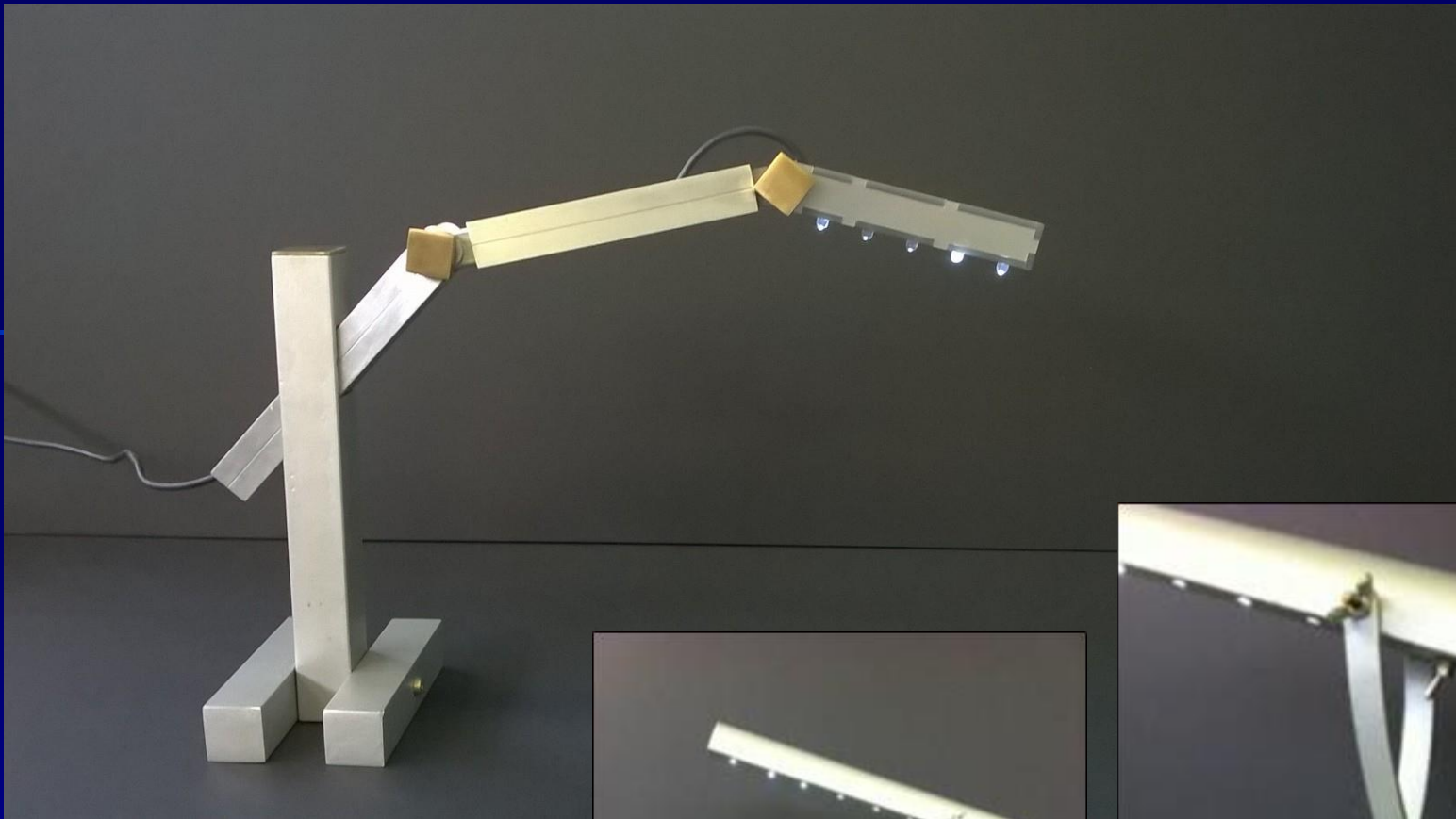
DRAFTING DRAWING		REVISED	
<p>TITLE</p> <p><b>MAXELL 8GB USB</b></p>			
DRAWN		DATE	
SAMUEL EDWARDS		04/02/2011	
			A4
SCALE 1 : 1 ALL DIMENSIONS IN MILLIMETRES		CROSS SECTION	



Specification checklist:

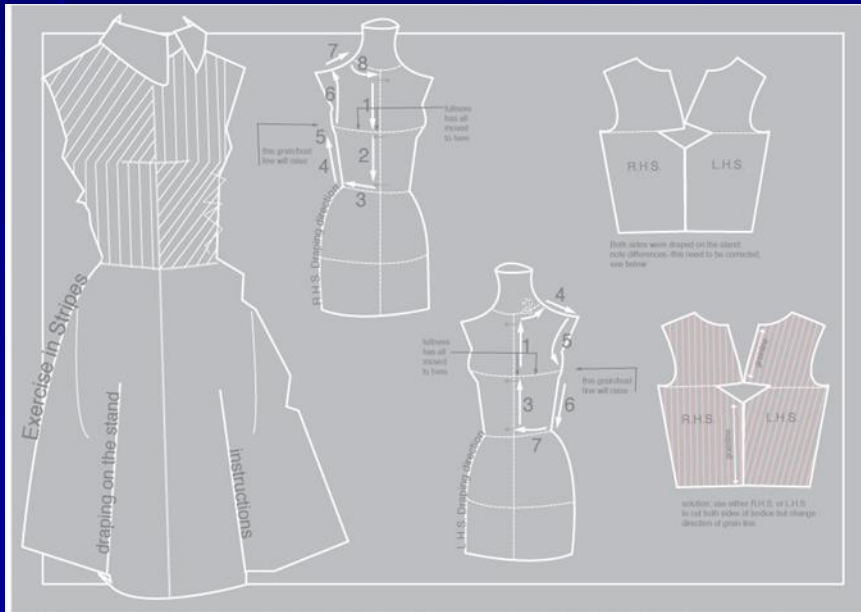
- (10)
- (4)











# **Other awards we may offer .....**

**GCSE Engineering**

**Technical Award –**

**Visual Communication**

**Technical Award –**

**Materials**

**Technical Award –**

**Fashion & Textiles**

# Why D&T?

- **It's a great course – good mix of practical & theory.**
- **Good foundation for A-level Product Design course.**
- **Fantastic Higher Education options.**
- **London is a world centre of Design.**
- **Loads of interesting, rewarding and creative jobs and careers.**



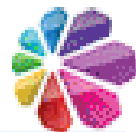
# OCR Cambridge Nationals in ICT

**Level 1/2 Cambridge National Certificate in ICT (120 GLH) J810**





newsvine™



dapper



ROLLYO



Taggly+<sup>BETA</sup>

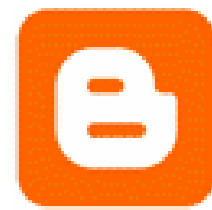
twitter



at&t

FeedBurner™

eureka<sup>ster</sup>  
swicki



diigo

gather

flickr<sup>BETA</sup>



picturecloud<sup>TM</sup>  
.com

Technorati™  
Who's saying what. Right now.

skype™

xerox



next CNN.com

PayPal™





Units	Assessment Method	GLH	J800 Award 60 GLH	J810 Certificate 120 GLH	J820 Diploma 240 GLH
<b>Mandatory</b>					
R001: <i>Understanding computer systems</i>	Written paper OCR set and marked 1 hour – 60 marks (60 UMS) Learners answer all questions	30	M	M	M
R002: <i>Using ICT to create business solutions</i>	Centre assessed tasks OCR moderated Approx 10 hours – 60 marks (60 UMS)	30	M	M	M

## Creative Strand

<i>R005: Creating an interactive product using multimedia components</i>	Centre assessed tasks OCR moderated Approx 10 hours – 60 marks (60 UMS)	30	N/A	O	O
<i>R006: Creating digital images</i>	Centre assessed tasks OCR moderated Approx 10 hours – 60 marks (60 UMS)	30	N/A	O	O
<i>R007: Creating dynamic products using sound and vision</i>	Centre assessed tasks OCR moderated Approx 10 hours – 60 marks (60 UMS)	30	N/A	O	O

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# Performance of GCSE Economics Students

- 49% achieved **A\*/A**, 19% points **ABOVE** the national average in 2016.
- 83% achieved **A\*/B**, 25% points **ABOVE** the national average in 2016.
- 3 year average: 91% **A\*-C**

# GCSE 9-1 in Economics: Exams in May 2019

All learners must take components 01 and 02 to be awarded the OCR GCSE (9–1) in Economics.

<b>Content Overview</b>	<b>Assessment Overview</b>	
<ul style="list-style-type: none"><li>• Introduction to Economics</li><li>• The role of markets and money</li></ul>	<b>Introduction to Economics</b> <b>(J205/01)*</b> 80 Marks 1 hour 30 minute written paper	<b>50%</b> of total <b>GCSE</b>
<ul style="list-style-type: none"><li>• Economic objectives and the role of government</li><li>• International trade and the global economy</li></ul>	<b>National and International Economics</b> <b>(J205/02)*</b> 80 Marks 1 hour 30 minute written paper	<b>50%</b> of total <b>GCSE</b>

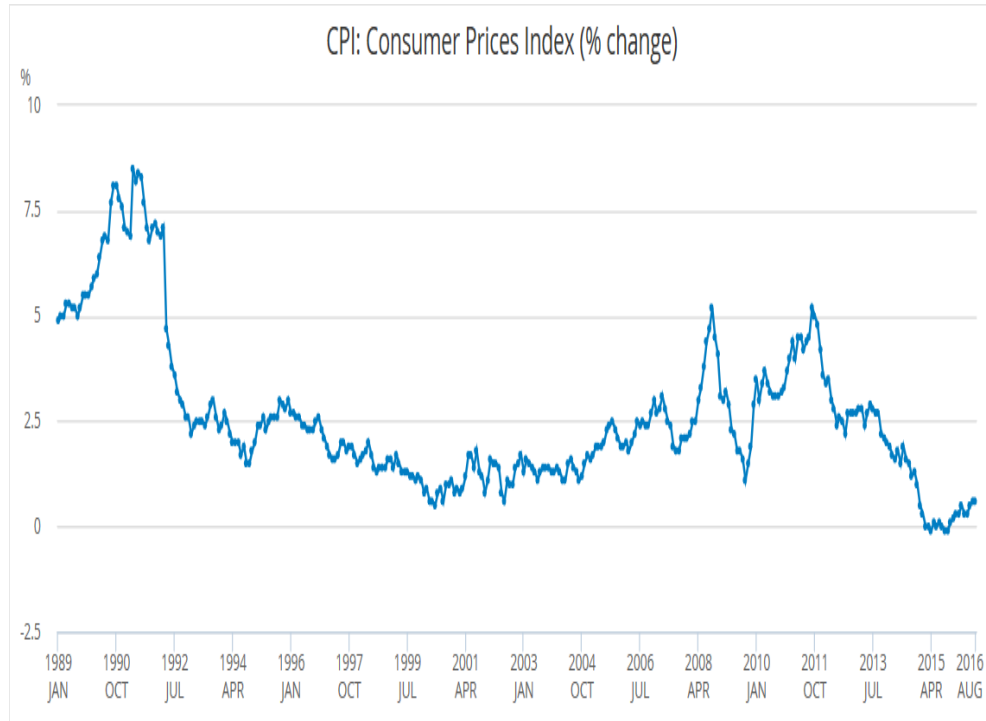
# Both Exam Papers will have

- 20 Multiple Choice Questions out of 80 marks
- **Quantitative skills** account for at least 10% of marks
- **Short case studies** with related short and medium response questions, as well as the opportunity for extended writing (6 mark question)
- There is **NO** controlled assessment / coursework

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# GCSE Economics



UK CPI  
Inflation  
August 2016  
at 0.6%.

**Year 10**







**Computing**



E I N

S T R E N G

G E H E I M E S

L E B E N

THE  
IMITATION GAME

BENEDICT CUMBERBATCH KEIRA KNIGHTLEY



ZBLVQ

Z B L V Q

- 1 letter

Y A K U P

```
Year_Group = 10
Teachers = "Mr Tibble & Mr Yakup"
Subject = "Computing"

if Year_Group == 10 and Subject == Computing:
    print('You will have the teachers ,' + Teachers)
|
```

## Content Overview

### Computer systems

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

### Computational thinking, algorithms and programming

- Algorithms \*
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

### Programming project \*\*

- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions

## Assessment Overview

Computer systems  
(01)  
80 marks  
1 hour and 30 minutes  
Written paper  
(no calculators allowed)

**40%**  
of total  
GCSE

Computational thinking,  
algorithms and programming  
(02)  
80 marks  
1 hour and 30 minutes  
Written paper  
(no calculators allowed)

**40%**  
of total  
GCSE

Programming project  
(03/04)  
40 marks  
Totalling 20 hours  
Non-Exam Assessment (NEA)

**20%**  
of total  
GCSE

in

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**Remixer**



**Session Musician**



**Singer**



**DJ**



**Producer**



**in Music**

**Music Manager**



**Band member**



**Sound engineer**

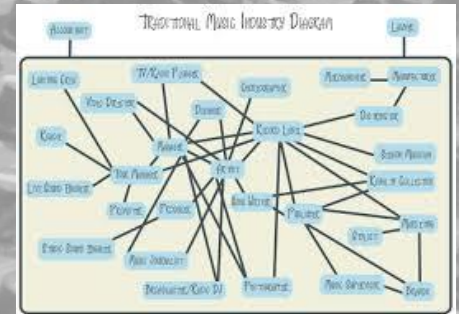




# BTEC in Music

## What does a btec in music give you?

- The equivalent to one **GCSE**
- A practical understanding of the music industry
- An ability for you to develop your performance skills on an instrument
- Music technology skills – Using the studio and advanced skills using logic
- A possible route into A Level music technology

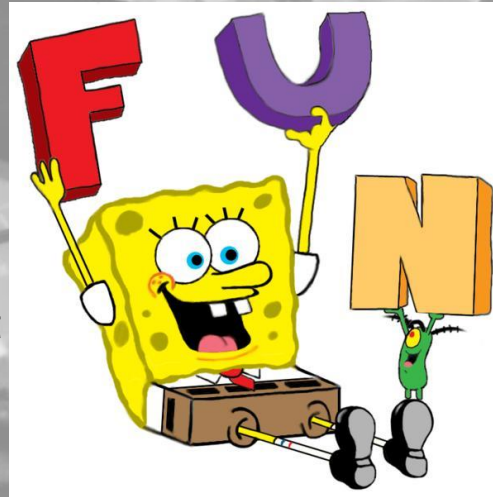


# What is going to be fun?

Learning how to use the studios

Field trips to recording studios

Visits from working musicians



Getting to play your instrument in any style that you like

Learning to use logic to create your own tracks

Creating your own music product e.g. a CD or digital download

Performing in groups with other people or developing your own solo performance skills

Why carry on with music? Why not aim for a 'proper' job?



<https://www.youtube.com/watch?v=76VLz3b1GFo>