



RUSKIN
Community High School
Learning Together. Achieving High Standards

High Standards ~ High Achievers



OPTIONS BOOKLET

2024 – 2025

Key Stage 4 Courses, A GUIDE FOR PARENTS, CARERS AND STUDENTS

Headteacher Mr D Postlethwaite

Ruskin Community High School

Ruskin Road

Crewe

Cheshire CW2 7JT

Tel: 01270 560 514

Email: enquiries@ruskin.cheshire.sch.uk



RUSKIN
Community High School
Learning Together. Achieving High Standards

CONTENTS

Helping you Make Decisions

Advice on Making Choices

Core Subjects

Options Subjects

HELPING YOU MAKE A DECISION

All students will need to develop certain key skills to equip them for College, sixth form or Apprentices for future employment and to be able to take a full and active part in society as an adult. The Key Stage 4 curriculum consists of a core curriculum which all students follow. The subjects that make up the core curriculum are English, Mathematics, Science, Religious Education and Physical Education. Additionally, they will continue to develop their ICT skills and Knowledge through a cross curricular approach.

Today, young people do not stop learning when they leave school at sixteen. The choices students make can help them move towards their chosen careers. When making choices, it is important that students consider all the possible progression opportunities after Key Stage 4. The information on the subject pages include details of possible progression routes.

GCSEs are full, single Level 2 qualifications.

The English Baccalaureate – the EBacc recognises the achievement of students who have gained a grade 5 or above in English and Mathematics and a grade 5 in Science, Geography or History and a Modern Language or Computer Science. This combination of subjects shows the ability a student has in a broad range of subjects and will ensure pathways are kept open for future progression.

The EBacc is a valued qualification by leading universities and colleges. However, this combination of subjects may not be the correct choice for all.

We all have our own individual strengths, abilities, interests and aspirations. To help ensure that we meet the individual needs of all, we have practised the options process with students which has supported the pathways on the options choice form.

Making important choices in your life is always challenging and at Ruskin Community High School we are committed to ensuring all young people are fully supported. All students have taken part in Year 9 careers education where the idea of Options was introduced:

- The Option process is outlined through assemblies and tutor time from January. Curriculum Leaders have dedicated assemblies focusing on subject areas.
- A series of taster sessions will be held between **6th February – 3rd March** for students to experience a typical lesson.
- Parents /Options Evening on 28th February 2024 will be held to provide information about the courses we offer and provide an opportunity for both parents/carers and students to speak to subject staff individually and a representative from Cheshire College – South & West and Reaseheath College.
- After the completed options form has been returned, students will have the opportunity talk through option choices with a senior member of staff if required.

ADVICE ON MAKING CHOICES

When deciding what courses to follow, careful thought needs to be made depending on:

- Ability- Please use your latest report, alongside conversations with subject teachers to gain an understanding of the grades likely to be achieved.
 - Interest and preference – Consider carefully which subjects you really enjoy. Remember do not choose subjects due to your favourite teacher or being with your friends.
 - Future career aspirations – You may not yet know exactly which career you would like to pursue, so selecting a broad range of subjects will ensure future studies are open to you.
 - Take care not to confuse career with a job. Careful choice and combination of subjects will provide you with the necessary subjects upon which to build a career in a particular area.
- and remember**
- The need to ensure a well-balanced and broad choice of subjects from the different curriculum areas. We do require all students to select one option from the EBacc suite of subjects

<p style="text-align: center;">The completed Option Form needs to be returned by <u>MONDAY 11TH MARCH 2024</u></p>

Options

In addition to studying the Core Curriculum your child will also be able to select 4 Options subjects. These subjects are in addition to the Core Curriculum. GCSEs are full, single Level 2 qualifications.

Are you wondering what subjects to study for GCSE?

- Do you have a definite career interest but are not sure which subjects and grades will be needed at GCSE and beyond?
- Are you interested in certain subjects but don't know where they might lead?

If you answered yes to any of the questions above then below are some useful on-line resources which you can use in school and at home:

- The National Careers Service provides a free and impartial information advice and guidance to help young people, and adults, make decisions on learning, training and work. It is available to anyone in England over the age of 13yrs
www.nationalcareers.service.gov.uk
- www.sucessatschool.org - helps young people explore careers and search for jobs, courses and advice.
- www.icould.com is another good site to use with lots of information on careers and options often delivered through videos. You can even take a fun "Buzz Quiz" which will produce some careers that match your personality type.
- www.prospects.ac.uk/careers-advice - general site focusing on jobs and further study.
- www.apprenticeship.gov.uk - allows you to look at national and local apprenticeships (just add in your postcode) and you'll be able to research the apprenticeships available and what qualifications employers are looking for.
- All our local Colleges and Sixth Forms have excellent websites that allow you to look at the subject areas you might be interested in and give details of the entry qualifications required and ideas on next steps and career paths.
- For those of you who may be considering university in the future, the UCAS website shows all the degree, and degree apprenticeship courses, available in the UK
www.ucas.com

Alternatively, discuss with your tutors, Year Achievement Manager or Head of Subject areas to look at progression routes.

**THE
CORE SUBJECTS
WHICH
ALL STUDENTS
WILL BE STUDYING ARE:**

ENGLISH

MATHEMATICS

SCIENCE

RELIGIOUS STUDIES (GCSE Short Course)

PHYSICAL EDUCATION



ENGLISH LANGUAGE ENGLISH LITERATURE



Number of Periods: Year 10 – 8 Year 11 – 8	Core	Qualifications EDUQAS (WJEC) English Language AQA English Literature
--------------------------------------------------	------	--------------------------------------------------------------------------------

About the Course

English Language and Literature are compulsory subjects with all students developing a range of analytical, creative and transactional skills for the future, whether this is to move onto Further Education or work place learning.

At GCSE, English remains the lively and engaging subject it is in the lower school and we aim to foster students' appreciation of a variety of texts and to develop their own writing abilities.

The course leads to a GCSE in TWO subjects:

GCSE English Language

GCSE English Literature

Assessment English Language

Paper 1: 1hr 45 mins (40%)

READING – Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions

WRITING – One creative writing task selected from a choice of four titles

Paper 2: 2hrs (60%)

READING – Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions

WRITING – Two compulsory transactional/persuasive writing tasks

Component 3: Spoken Language

Non-exam assessment/Unweighted

One presentation/speech, including responses to questions and feedback. Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

Assessment English Literature

Paper 1: Shakespeare and the 19th-century novel - 1hr 45 mins (40%)

Section A - Shakespeare

Section B - The 19th-century novel

Paper 2: Modern texts and poetry - 2 hour 15 mins (60%)

Section A - Modern texts

Section B - Poetry anthology cluster

Section C - Unseen poetry

Progression Route

English is a core subject in school and is a required GCSE to progress on to most college courses and to access many areas of work from practical trades to office work.

Students can progress onto A-Level qualifications at 16. It is highly relevant for those students interested in a



MATHEMATICS



Number of Periods: Year 10 – 8 Year 11 – 8	Core	Qualifications GCSE
---------------------------------------------------------	-------------	-----------------------------------

About the Course

Mathematics is a compulsory subject with all students following a course appropriate to their ability. The work covers a wide range of topics with the qualification gained at the end of the course being a necessary requirement for almost all careers.

Students will follow either Higher or Foundation tier of entry. Both the Foundation and Higher course will consist of the six areas – **Number (N)**, **Algebra (A)**, **Ratio, Proportion and Rates of Change (R)**, **Geometry and Measures (G)**, **Probability and Statistics (S)**.

Each paper assesses students' ability to recall, select and apply their knowledge of mathematics and to interpret, analyse and solve problems. Grades available are: 1-9

Coursework Requirements

There are no coursework requirements for Mathematics. 100% examination.

Assessment

Foundation (grades 1-5)	Paper 1 Non-calculator 33.3% weighting 1 hour and 30 minutes 80 marks	Paper 2 Calculator 33.3% weighting 1 hour and 30 minutes 80 marks	Paper 3 Calculator 33.3% weighting 1 hour and 30 minutes 80 marks
	Paper 1 Non-calculator 33.3% weighting 1 hour and 30 minutes 80 marks	Paper 2 Calculator 33.3% weighting 1 hour and 30 minutes 80 marks	Paper 3 Calculator 33.3% weighting 1 hour and 30 minutes 80 marks

Progression Route

A good grade in Mathematics at GCSE is essential for continuing Mathematics education to A' level and is useful for those who wish to continue their education in Science or pursue Economics A' level.

Mathematics is a tool that will be used in all walks of life and is useful for all students who wish to continue their education at whatever level or choose to go into employment.



SCIENCE



9 hours per fortnight	Core	Qualifications GCSE Combined Science GCSE Triple Science
-----------------------	------	-----------------------------------------------------------------------

About the Course

Science is a compulsory subject in the National Curriculum and everybody is expected to study it. The rapid development of Science and Technology is constantly changing in the world in which we live.

These courses aim to give every student the necessary scientific skills and vocabulary to actively contribute to the modern world.

Most students will complete the **GCSE Combined Science** course, which covers fundamental concepts within biology, chemistry and physics.

Some students may be selected to study **GCSE Triple Science** if they are on target to achieve a minimum of grade 5-5. This covers the same fundamental concepts as the GCSE Combine Science, but further deepens and extends students' knowledge in all three areas. This will provide a more comprehensive understanding of biology, chemistry and physics for those students who want to go on to study STEM subjects at a higher level.

Science makes a significant contribution to a range of careers as it develops a range of transferable skills.

Assessment

This is linear qualification. In order to achieve the qualification, students must complete all exams at the end of the course, in Y11. There is no coursework element, therefore students are assessed 100% through exams.

There are higher and foundation tiers for all exam papers. Students sitting Higher will be awarded grades 4 – 9 and students sitting Foundation tier will be awarded grades 1 – 5.

Combined Science;
6 exams; 2 biology, 2 chemistry and 2 physics
All 1 hour 15 minutes

Triple Science;
6 exams; 2 biology, 2 chemistry and 2 physics
All 1 hour 45 minutes

Progression Route

GCSE science is paramount for many careers in industry including engineering, medicine and healthcare, as well as playing an important part of many others. With more students going on to study in further education, competition for places on courses is high, therefore a good grade in science is essential.

These qualifications give all students the opportunity to advance to A levels or vocational qualifications such as BTEC, and subsequently Degree level qualifications.



RELIGIOUS STUDIES



Year 10 – 1 hour a week Year 11 – 1 hour a week	Core	Qualifications AQA Short Course GCSE
----------------------------------------------------	------	-----------------------------------------

About the Course

The course itself covers a wide range of interesting and thought-provoking topics that matter in the 'real world'. It makes no difference if you come from a religious background or have no experience of religion at all. This is a GCSE where your opinion matters.

One section of the course involves the study a selection of contemporary ethical themes. Students not only learn about the religious attitudes towards these but also the legal and social aspects associated with the themes. Ethical themes available to study from the new specifications include:

Paper One - The study of religions: beliefs, teachings and practices

- **Beliefs and teachings** (belief about life, death, the afterlife and the history of the religion)

In this component of the course students explore religious beliefs and teachings based on Christianity and Islam.

Paper Two - Contemporary ethical themes

- **Religion, peace and conflict** (peace, forgiveness, terrorism and war)
- **Relationships and families** (marriage, divorce, contraception and gender roles)

Assessment

All assessments are through external exams, these are taken in the final summer term.

The final award will be: GCSE short course Grade 1-9

Is the course for me?

If you want to study current issues such as divorce, contraception and the treatment of criminals, then yes.
If you have an opinion on what happens to people when they die, if you are intrigued by miracles, then yes.

If you want to be skilled in the art of winning arguments convincingly or at least persuading people to consider your view, then yes.

If you have a faith, are an atheist or an interested agnostic, then yes.

If you are interested in human behaviour, then yes.

Where next?

Prepares you for A/AS level courses in Religious Studies, Psychology, Sociology, Politics and Philosophy.

You will develop your skills of reasoning, empathy, tolerance and debate. These skills are vitally important in all careers especially professions within the health service, teaching, social services, armed forces, police force, the law... In fact, any profession that brings you into contact with other people!



PHYSICAL EDUCATION



Year 10 – 2 hours Year 11 – 2 hours	Core	Qualifications Accredited NGB Coaching and Leadership Awards
<p>About the Course</p> <p>The PE course is a compulsory part of the education programme for all students; we offer a wide choice of activities.</p> <p>Every half term students choose a different course which offers the challenge of physical development and progressive difficulty so that higher levels of achievement and knowledge in each particular activity can be reached.</p> <p>The main focus in Key Stage 4 is on roles and responsibilities within Sport and PE, along with promoting a lifelong love of sport and activity. Students will further develop their skills, application of skills, independent learning and leadership and knowledge of health lifestyles.</p> <p>Emphasis is also placed on enjoying through achievement in activities within an environment that prepares them for post 16 sports and leisure opportunities. Cooperation amongst, and consideration for others, are priorities. Students learn to value themselves and others in a positive way.</p> <p>Students must have the Ruskin PE kit for each activity.</p> <p>The choices offered during the 2 years include: Athletics, Badminton, Basketball, Cricket, Football, Handball, Hockey, Netball, Rounders, Softball, Tennis, Trampolining and Volleyball.</p> <p>Where possible, students will also have the opportunity to gain qualifications in National Governing Body accredited coaching and leadership qualifications throughout KS4.</p>		
<p>Coursework Requirements</p> <p>Students opting for leadership courses will have some practical and theory coursework to complete.</p>		
<p>Assessment</p> <p>Teacher assessment will be ongoing over the Keys Stage with students assessed on their skills, application of skills, independent learning, leadership and knowledge of healthy lifestyles.</p>		
<p>Progression Route</p> <p>From the Leadership Awards students can go on to further professional coaching qualifications. Students are able to continue their physical activity as part of a lifelong healthy lifestyle.</p>		

OPTIONS

Year 9 Choice Subjects 2024 – 2025

French (EBacc)
Spanish (EBacc)
German (EBacc)
Geography (EBacc)
History (EBacc)
History (Entry Level Certificate)
Computer Science (EBacc)
Art and Design (Fine Art/Textiles)
Triple Science
Statistics
Philosophy and Ethics
Business Studies
Creative iMedia
Media Studies
BTEC Tech Award Performing Arts
Food Preparation & Nutrition
Hospitality & Catering
Music
BTEC Tech Award Level 1/2 in Sport
Design & Technology
GCSE Electronics
GCSE Photography
Psychology
Health and Social Care
Citizenship



MODERN FOREIGN LANGUAGES

FRENCH

Number of Periods: 5	Optional EBacc	Qualifications AQA GCSE
----------------------	-------------------	-------------------------------

About the Course

With increasing globalisation, it is vital to Britain's economic success that young people are able to compete in the open market and engage in social contact with the rest of the world.

Students of French at Ruskin follow the AQA syllabus leading to the GCSE examination. The course is based on three themes in which the students are assessed in four skills: listening, speaking, reading & writing.

Themes:

- People and Lifestyle
- Popular Culture
- Communication and The World Around Us

Students will be entered for either Foundation Tier (grades 1-5) or Higher Tier (grades 4-9)

This qualification is linear which means that students will sit all their exams at the end of the course.

Assessment

Paper 1: Listening

What's assessed: Understanding and responding to different types of spoken language

How it's assessed: Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)

40 marks (Foundation Tier), 50 marks (Higher Tier)

25% of GCSE

(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

Foundation Tier and Higher Tier: Section A – questions in English, to be answered in English or non-verbally

Section B – questions in the target language, to be answered in the target language or non-verbally

Paper 2: Speaking

What's assessed: Communicating and interacting effectively in speech for a variety of purposes

How it's assessed: Non-exam assessment

Foundation Tier and Higher Tier: The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions. The timings are different too:

	Foundation tier	Higher tier
Part 1: Role-play	Between 1 and 1.5 minutes	Between 1 and 1.5 minutes
Part 2: Reading aloud task	Between 2 and 2.5 minutes	Between 3 and 3.5 minutes
Part 3: Photo card task	Between 4 and 5 minutes in total (approximately one minute for description of the photos and between 3 and 4 minutes for the unprepared conversation)	Between 6 and 7 minutes in total (approximately one and a half minutes for description of the photos and between 4.5 and 5.5 minutes for the unprepared conversation)
Total	7 to 9 minutes	10 to 12 minutes

Paper 3: Reading

What's assessed: Understanding and responding to different types of written language

How it's assessed: Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

50 marks (for each of Foundation Tier and Higher Tier)

25% of GCSE

Foundation Tier and Higher Tier: Section A – questions in English, to be answered in English or non-verbally

Section B – questions in the target language, to be answered in the target language or non-verbally

Section C – translation from the target language into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

Paper 4: Writing

What's assessed: Communicating effectively in writing for a variety of purposes

How it's assessed: Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks at Foundation Tier and 60 marks at Higher Tier

25% of GCSE

Foundation Tier:

Question 1 – message (student produces five sentences in response to a photo) – 10 marks

Question 2 – short passage (student writes a piece of continuous text in response to five brief bullet points, approximately 50 words in total) – 10 marks

Question 3 – A task testing students' understanding and accurate application of the prescribed grammar. Students will complete five short sentences with a missing word, selected from three options. 5 marks.

Question 4 – translation of sentences from English into the target language, requiring a minimum of 35 words. This will demonstrate students' ability to use the prescribed vocabulary and grammatical structures. 10 marks.

Question 5 - structured writing task (student responds to three compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 15 marks

Higher Tier:

Question 1 (10 marks) A translation of sentences from English into the target language, requiring a minimum of 50 words.

Question 2 (15 marks) A structured writing task of three compulsory bullet points. Students are expected to write approximately 90 words to complete the task.

Question 3 (25 marks) An open-ended writing task of two compulsory bullet points. Students are expected to write approximately 150 words to complete the task.

Progression Route

AS or A2 in Modern Foreign Languages.

A Grade 'B' in another Modern Foreign Language is a requirement for students who want to study A Level Spanish or German ab initio (from scratch) at Cheshire College – South & West.

Many good Universities look for evidence of Languages at GCSE when offering places at Degree Level.

A Modern Language GCSE is a requirement for those wanting to train as Primary School teachers.



MODERN FOREIGN LANGUAGES SPANISH



	Optional	Qualifications
Number of Periods: 5	EBacc	AQA GCSE

About the Course

With increasing globalisation, it is vital to Britain's economic success that young people are able to compete in the open market and engage in social contact with the rest of the world.

Students of Spanish at Ruskin will follow the AQA syllabus leading to the GCSE examination. The course is based on three themes in which the students are assessed in four skills: listening, speaking, reading & writing.

Themes:

- People and Lifestyle
- Popular Culture
- Communication and The World Around Us

Students will be entered for either Foundation Tier (grades 1-5) or Higher Tier (grades 4-9)

This qualification is linear which means that students will sit all their exams at the end of the course.

Assessment

Paper 1: Listening

What's assessed: Understanding and responding to different types of spoken language

How it's assessed: Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
40 marks (Foundation Tier), 50 marks (Higher Tier)

25% of GCSE

(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

Foundation Tier and Higher Tier: Section A – questions in English, to be answered in English or non-verbally

Section B – questions in the target language, to be answered in the target language or non-verbally

Paper 2: Speaking

What's assessed: Communicating and interacting effectively in speech for a variety of purposes

How it's assessed: Non-exam assessment

Foundation Tier and Higher Tier: The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions. The timings are different too:

	Foundation tier	Higher tier
Part 1: Role-play	Between 1 and 1.5 minutes	Between 1 and 1.5 minutes
Part 2: Reading aloud task	Between 2 and 2.5 minutes	Between 3 and 3.5 minutes
Part 3: Photo card task	Between 4 and 5 minutes in total (approximately one minute for description of the photos and between 3 and 4 minutes for the unprepared conversation)	Between 6 and 7 minutes in total (approximately one and a half minutes for description of the photos and between 4.5 and 5.5 minutes for the unprepared conversation)
Total	7 to 9 minutes	10 to 12 minutes

Paper 3: Reading

What's assessed: Understanding and responding to different types of written language

How it's assessed: Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

50 marks (for each of Foundation Tier and Higher Tier)

25% of GCSE

Foundation Tier and Higher Tier: Section A – questions in English, to be answered in English or non-verbally

Section B – questions in the target language, to be answered in the target language or non-verbally

Section C – translation from the target language into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

Paper 4: Writing

What's assessed: Communicating effectively in writing for a variety of purposes

How it's assessed: Written exam: 1 hour 10 (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks at Foundation Tier and 50 marks at Higher Tier

25% of GCSE

Foundation Tier:

Question 1 – message (student produces five sentences in response to a photo) – 10 marks

Question 2 – short passage (student writes a piece of continuous text in response to five brief bullet points, approximately 50 words in total) – 10 marks

Question 3 – A task testing students' understanding and accurate application of the prescribed grammar. Students will complete five short sentences with a missing word, selected from three options. 5 marks.

Question 4 – translation of sentences from English into the target language, requiring a minimum of 35 words. This will demonstrate students' ability to use the prescribed vocabulary and grammatical structures. 10 marks.

Question 5 - structured writing task (student responds to three compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 15 marks

Higher Tier:

Question 1 (10 marks) A translation of sentences from English into the target language, requiring a minimum of 50 words.

Question 2 (15 marks) A structured writing task of three compulsory bullet points. Students are expected to write approximately 90 words to complete the task.

Question 3 (25 marks) An open-ended writing task of two compulsory bullet points. Students are expected to write approximately 150 words to complete the task.

Progression Route

AS or A2 in Modern Foreign Languages.

A Grade 'B' in another Modern Foreign Language is a requirement for students who want to study A Level French or German ab initio (from scratch) at Cheshire College – South & West.

Many good Universities look for evidence of Languages at GCSE when offering places at Degree Level.

A Modern Language GCSE is a requirement for those wanting to train as Primary School teachers.



MODERN FOREIGN LANGUAGES GERMAN



	Optional	Qualifications
Number of Periods: 5	EBacc	AQA GCSE

About the Course

With increasing globalisation, it is vital to Britain's economic success that young people are able to compete in the open market and engage in social contact with the rest of the world.

Students of German at Ruskin will follow the AQA syllabus leading to the GCSE examination. The course is based on three themes in which the students are assessed in four skills: listening, speaking, reading & writing.

Themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Students will be entered for either Foundation Tier (grades 1-5) or Higher Tier (grades 4-9)

This qualification is linear which means that students will sit all their exams at the end of the course.

Assessment

Paper 1: Listening

What's assessed: Understanding and responding to different types of spoken language

How it's assessed: Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
40 marks (Foundation Tier), 50 marks (Higher Tier)

25% of GCSE

(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

Foundation Tier and Higher Tier: Section A – questions in English, to be answered in English or non-verbally

Section B – questions in the target language, to be answered in the target language or non-verbally

Paper 2: Speaking

What's assessed: Communicating and interacting effectively in speech for a variety of purposes

How it's assessed: Non-exam assessment

Foundation Tier and Higher Tier: The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions. The timings are different too:

	Foundation tier	Higher tier
Part 1: Role-play	Between 1 and 1.5 minutes	Between 1 and 1.5 minutes
Part 2: Reading aloud task	Between 2 and 2.5 minutes	Between 3 and 3.5 minutes
Part 3: Photo card task	Between 4 and 5 minutes in total (approximately one minute for description of the photos and between 3 and 4 minutes for the unprepared conversation)	Between 6 and 7 minutes in total (approximately one and a half minutes for description of the photos and between 4.5 and 5.5 minutes for the unprepared conversation)
Total	7 to 9 minutes	10 to 12 minutes

Paper 3: Reading

What's assessed: Understanding and responding to different types of written language

How it's assessed: Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

50 marks (for each of Foundation Tier and Higher Tier)

25% of GCSE

Foundation Tier and Higher Tier: Section A – questions in English, to be answered in English or non-verbally

Section B – questions in the target language, to be answered in the target language or non-verbally

Section C – translation from the target language into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

Paper 4: Writing

What's assessed: Communicating effectively in writing for a variety of purposes

How it's assessed: Written exam: 1 hour 10 (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks at Foundation Tier and 50 marks at Higher Tier

25% of GCSE

Foundation Tier:

Question 1 – message (student produces five sentences in response to a photo) – 10 marks

Question 2 – short passage (student writes a piece of continuous text in response to five brief bullet points, approximately 50 words in total) – 10 marks

Question 3 – A task testing students' understanding and accurate application of the prescribed grammar.

Students will complete five short sentences with a missing word, selected from three options. 5 marks.

Question 4 – translation of sentences from English into the target language, requiring a minimum of 35 words. This will demonstrate students' ability to use the prescribed vocabulary and grammatical structures. 10 marks.

Question 5 - structured writing task (student responds to three compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 15 marks

Higher Tier:

Question 1 (10 marks) A translation of sentences from English into the target language, requiring a minimum of 50 words.

Question 2 (15 marks) A structured writing task of three compulsory bullet points. Students are expected to write approximately 90 words to complete the task.

Question 3 (25 marks) An open-ended writing task of two compulsory bullet points. Students are expected to write approximately 150 words to complete the task.

Progression Route

AS or A2 in Modern Foreign Languages.

A Grade 'B' in another Modern Foreign Language is a requirement for students who want to study A Level French or Spanish ab initio (from scratch) at Cheshire College.- South & West.

Many good Universities look for evidence of Languages at GCSE when offering places at Degree Level.

A Modern Language GCSE is a requirement for those wanting to train as Primary School teachers



GEOGRAPHY

Number of Periods: 5	Optional EBacc	Qualifications GCSE
----------------------	-------------------	------------------------

About the Course

Students at Ruskin will study the AQA GCSE course, this new course covers both elements of geography. Traditional physical geography topics are studied; such as natural hazards, climate change, biomes and physical features of the UK – looking in particular at rivers and coasts. The human geography topics are now truly relevant to the 21st Century. These topics include managing resources, economic challenges in high income countries and low income countries. The theme of how people interact with the environment and influence global decisions runs throughout the course and students will learn a number of valuable geographical skills. Geographical skills such as map reading, GIS and interpreting photographs are also developed as well as numeracy skills such as the manipulation of fieldwork data. Students will also develop their decision-making skills and develop their confidence and abilities in analysing and evaluating.

A GCSE at grade 5 and above in Geography counts towards the EBacc, a certificate that will be awarded to any students who secures good GCSE or accredited Certificate passes in English, maths and the sciences, a modern language and a humanity (history or geography). It is rapidly gaining in importance in the world of education and work. Please note that students can opt for geography and history.

The course aims to inspire students to become global citizens by exploring their place in the world, their values, and their responsibilities to other people and the environment in this ever-changing world. A good level of literacy and the ability to write extended answers is essential for this course.

Coursework Requirements

Students will carry out 'hands on' field work, but they are not required to complete a lengthy piece of course work. Instead the field work techniques and data interpretation are tested under exam conditions at the end of the course. Students will go on at least two field trip visits. One trip will be to study the human geography content of the course and one to study an aspect of the physical geography content of the course. There will be a small cost associated with this.

Assessment

All exams are sat at the end of year 11:

Paper 1: Physical Geography - 1 hour 30 minutes. This paper makes up 35% of the total marks.

Paper 2: Human Geography - 1 hour 30 minutes. This paper makes up 35% of the total marks.

Both papers are a combination of multiple-choice, short answer, levels of response and extended answers. There is now only one tier of paper where as in the past there has been an option to take higher or foundation papers.

Paper 3: Geographical application – 1 hour 15 minutes: This paper will be split into two sections. One section will ask students questions about fieldwork skills and interpretation of results etc. The other section will be a decision-making exercise based on information seen by students before the test. This paper makes up 30% of the total marks.



GEOGRAPHY



120 hours total study time	Optional	Qualifications Entry Level Certificate
<p>The Entry Level qualification in Geography aims to encourage learners to think like geographers through an enquiry approach to contemporary topics of study.</p> <p>About the Course</p> <p>The Entry Level Certificate in Geography is made up of 100% internally assessed tests and tasks. The Entry Level Certificate in Geography aims to encourage learners to think like geographers through an enquiry approach to contemporary topics of study. The course aims to create independent learners, critical thinkers and decision makers – all personal assets that can make them stand out as they progress to further education and/or the workplace. The course is suitable for learners who may not be able to access the GCSE curriculum but who would like to achieve a recognised and meaningful qualification in Geography.</p>		
<p>Coursework Requirements</p> <p>Learners have to produce 3 pieces of work for assessment. In the first unit, learners must study 3 themes, Our World, Destructive World and Resourceful World. This unit will be internally assessed. The second and third units provides learners with the opportunity to choose a practical fieldwork opportunity to investigate and a project based on a section of specification. They then carry out research on their chosen topics and present their findings in a variety of ways – e.g. designing a poster, creating a notebook or a PowerPoint presentation.</p>		

Topics Covered:

Dynamic World – Our World, Destructive World and Resourceful World 30% of total marks

Fieldwork Notebook – Practical experience of fieldwork 30% of total marks

Personal Project – 40% of total marks



PHILOSOPHY AND ETHICS



Year 10 – 2 hours a week
Year 11 – 2 hours a week

Optional

Qualifications
AQA Full Course GCSE

About the Course

The course itself covers a wide range of interesting and thought-provoking topics that matter in the 'real world'. It makes no difference if you come from a religious background or have no experience of religion at all. This is a GCSE where your opinion matters.

One section of the course involves the study a selection of contemporary ethical themes. Students not only learn about the religious attitudes towards these but also the legal and social aspects associated with the themes. Ethical themes available to study from the new specifications include:

Paper One - The study of religions: beliefs, teachings and practices

- **Beliefs and teachings** (belief about life, death, the afterlife and the history of the religion)
- **Practices** (different forms of worship, festivals and places of worship)

In this component of the course students explore religious beliefs, teachings and practises based on Christianity and Islam.

Paper Two - Contemporary ethical themes

- **Religion and Life** (the use and abuse of the environment, animal welfare, euthanasia and abortion)
- **Crime and punishment** (types of crime, treatment of criminals and the purpose of punishment)
- **Religion, peace and conflict** (peace, forgiveness, terrorism and war)
- Religion, Human rights and social Justice (Prejudice discrimination, wealth and Poverty)

Assessment

All assessments are through external exams, these are taken in the final summer term.

The final award will be: GCSE Grade 1-9

Is the course for me?

If you want to study current issues such as divorce, contraception and the treatment of criminals, then yes.
If you have an opinion on what happens to people when they die, if you are intrigued by miracles, then yes.

If you want to be skilled in the art of winning arguments convincingly or at least persuading people to consider your view, then yes.

If you have a faith, are an atheist or an interested agnostic, then yes.

If you are interested in human behaviour, then yes.

Where next?

Prepares you for A/AS level courses in Religious Studies, Psychology, Sociology, Politics and Philosophy.

You will develop your skills of reasoning, empathy, tolerance and debate. These skills are vitally important in all careers especially professions within the health service, teaching, social services, armed forces, police force, the law... In fact, any profession that brings you into contact with other people!



HISTORY



Number of Periods: 5	Optional EBacc	Qualifications AQA GCSE
----------------------	-------------------	----------------------------

About the Course

History at Ruskin means the study of British and World History.

GCSE History is a general purpose qualification demonstrating an ability to think, analyse and organise information.

It puts current events in their historical perspective. Students have the chance to discuss issues and develop their own opinions. It prepares students for A Level, and is an academic subject that is well respected by universities and employers alike.

Students must be able to **write at length** and be able to express their ideas clearly, with good spelling, grammar and punctuation. As a subject, History requires a high level of literacy and those who are not adept in this area will find it very difficult to access the course. Students must be able to revise independently as there is a significant amount of knowledge to be learnt for both exam papers.

Assessment

4 areas of study to be examined

Paper One

Section A Period Study: Understanding the Modern World, America 1840-1895: Expansion and

Consolidation: This period study focuses on the development of America during a turbulent half century of change. It was a period of expansion and consolidation – the expansion to the west and consolidation of the United States as a nation.

Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about 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 Study, Focus on international conflict and tension 1894 – 1918: *The causes of the First World War, including the alliance system; the Schlieffen plan. The stalemate during the First World War, including developments in trench warfare, the Battle of the Somme and Passchendaele. Ending the war including withdrawal of Russia and entry of the USA and Germany's surrender and armistice.*

Paper Two

Section A thematic study. Britain: Health and the people c1000 to the present day. *Medicine stands still: the beginnings of change, The Renaissance: a revolution in medicine for example surgical procedures and the use of anaesthetic for the first time, Modern Medicine: including medical breakthroughs such a vaccinations and Edward Jenner, germ theory and Louis Pasteur. The course also covers the development of medicines such as penicillin and the role of public health organisations and the NHS. This aspect of the course also involves a trip to the Thackray Medical Museum.*

Section B British Depth study: Elizabethan England c 1558-1603. *Elizabeth's court and Parliament. Life in Elizabethan times, including the golden age and circumnavigation and trade voyages. Troubles at home and abroad, the execution of Mary Queen of Scots and the Spanish Armada. The Historical environment of Elizabethan England- this aspect of the course changes annually and has the potential for a trip is suitable.*

There are two exams: both for 2 hours. **Both exams will be completed at the end of Year 11.**



Entry Level Certificate in HISTORY



		Qualifications
120 hours total study time	Optional	Entry Level Certificate

About the Course

The Entry Level Certificate in History is made up of 100% internally assessed tests and tasks. The Entry Level Certificate in History provides a fascinating curriculum for learners to ignite and engage their passion for History. The course aims to create independent learners, critical thinkers and decision makers – all personal assets that can make them stand out as they progress to further education and/or the workplace. The course is suitable for learners who may not be able to access the GCSE curriculum but who would like to achieve a recognised and meaningful qualification in History.

Learners have to produce 3 pieces of work for assessment. In the first and second task, learners must study 2 themes chosen by the centre, the third task provides learners with the opportunity to choose either a famous individual from history or an historical site. They can carry out research on their chosen subject and present their findings in a variety of ways – e.g. by designing pages for a website or producing a wall display or a cartoon strip.

Topics Covered:

Thematic Study - People's Health: From Medieval to Modern Britain 40% of total marks

Depth Study - The Making of America 1789 – 1900: America's Expansion (1798 – 1838) to Civil War and Reconstruction (1861 – 1900) 30% of total marks

Historical Site or Individual Study – 30% of total marks



COMPUTER SCIENCE



Number of Periods: 5	Optional EBacc	Qualifications GCSE
-----------------------------	---------------------------	--------------------------------

About the Course

There are three components to the course. The first unit is computational thinking and problem solving, this requires students to sit an external exam about the theory of computing. Students will learn about algorithms, programming, data representation and computer systems. There will be a written exam at the end of Year 11 that contributes towards 50% of the GCSE.

The second aspect is a written assessment that covers computer networks, cyber security, ethic, legal and moral considerations and software development. Again, there will be a written exam at the end of Year 11 that contributes 50% towards the final GCSE.

Home learning is an important part of the course. There will be theory based homework which will promote revision and recall of examination style questions.

There will be some elements of ICT in this course, for example, front-end web design and data handling.

Computer science is a discipline on its own and focuses on how the software works. You will be looking at making your own applications using programming language rather than using software that is already available at school

It is very important that you enjoy ICT currently and have a genuine interest in the subject. You also need to have a positive attitude, and be ready to try new things. You have to be very resilient when learning to code and persevere if code does not work as intended from the beginning.

There are also strong links with maths as programming language follows rules of logic. You should enjoy maths and be confident in using rules for sequences.

Assessment

The course will lead to one GCSE at grades 9-1

How would it help me in future?

Computer technology is advancing rapidly. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. Students will be able to create their own mobile applications, web based applications and games

What requirements do I need to be accepted onto the course?

You must be enthusiastic about ICT and be a strong mathematician.

Number of periods: 5	Optional	Qualifications GCSE
----------------------	----------	------------------------

About the Course

The Fine Art course builds on and further develops the knowledge skills and understanding gained during the Key Stage 3 course.

The course will continue to challenge each student to extend their individual experiences in using materials and techniques to produce personal responses to tasks or projects.

Students are required to work in one or more area[s] of Fine Art, such as those listed below: Painting and drawing, mixed media, including collage and assemblage, sculpture, land art, installation, printmaking or lens-based and/or light-based media and new media: film, television, animation, video and photography.

As in Key Stage 3 students will use a range of materials and processes including ICT to develop individual responses to the set tasks. Exploring and using the work of artists, designers and that produced in other historical periods and cultures will be an essential element of the course.

Coursework Requirements

The course is split into two units.

Unit 1 - Coursework (60% of the final grade):

During the course we will be producing work based on at least two project/task briefs.

Students will aim to produce a final portfolio of work that contains evidence of: practical work, research studies including recording from direct observation, engagement with the work of artists, investigation of materials and processes, ideas development work, critical evaluations and responses. This evidence must be presented in the form of a portfolio and include all aspects of the above.

Unit 2 – Externally set task (40% of the final grade):

Students will be provided with a set of starting points from the exam board. This will be given out in the spring term during Year 11. Students have to produce preparation work during this period. A final response to the starting point will be produced during 10 hours of unaided time in examination conditions. All the work from this unit must be presented for assessment.

Assessment

In Fine Art students are assessed against four attainment objectives.

During each task in Unit 1 students will be assessed on progress. At the end of Unit 2, the 10 hour unaided time, teachers will assess the work presented and this mark along with that from Unit 1 will be presented to the board.

A selection of units will then be asked for by a visiting moderator.

Progression Route

The course is suitable for candidates who wish to go on to further study in Art and Design in GCE Advanced subsidiary or Advanced or the Foundation GNVQ, Intermediate GNVQ or Advanced Vocational Certificate of Education.



BUSINESS STUDIES



Number of Periods: 5	Optional	Qualifications GCSE
-----------------------------	-----------------	------------------------------------------

About the Course

GCSE Business encourages the investigation of business enterprises, opportunities and ideas. We also study how to build a business including making decisions across all four of the key areas; Marketing, Operations, Finance and HR.

Examples of topics covered are:

- Spotting business opportunities
- Showing enterprise, risk and reward
- Cash flow forecasts, break-even and finance
- Ownership and business plans
- Demand, supply, interest and exchange rates
- Business growth, aims and the impact of globalisation

This course makes a significant contribution to Enterprise Education.

Coursework Requirements

No Non Exam Assessment – this course is 100% written examination.

Assessment

2 written examination papers – each 50% of final grade, both 1 hour 45 Min.

- Theme 1 = Investigating Small Business
- Theme 2 = Building a Business
- There is only one tier of entry – all students do the same examinations.

The course will lead to one GCSE at grades 9-1.



CREATIVE iMEDIA



Number of Periods: 5	Optional	Qualifications OCR Cambridge Nationals in Creative iMedia
----------------------	----------	-----------------------------------------------------------------

About the Course

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce.

This course will provide you with the skills for further study in subjects such as media, journalism, design or business.

It also prepares you for a range of creative and technical job roles within the media industry.

Assessment

There are two mandatory units:

- **Creative iMedia in the media industry**
(Exam - 40%)
- **Visual identity and digital graphics** (Coursework - 25%)

And one optional unit:

- **Interactive digital media**
(Coursework - 35%)

Progression Route

The course will lead to a single award at GCSE or equivalent level.

How would it help me in future?

The course will provide you with a broad range of computing knowledge, experience in creating digital media and the expertise to use these skills in later life. Computing is a vital part of the current world and having a recognised computing qualification is highly desirable for all higher education providers and employers.



MEDIA STUDIES

Number of Periods: 5	Optional	Qualifications Eduqas GCSE
----------------------	----------	-------------------------------

About the Course

Digital media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce.

Media Forms

Examples of all of the following media forms will be studied:

- advertising and marketing
- film
- magazines
- music video and online, social and participatory media studied through a single music topic
- newspapers
- radio
- television
- video games

Assessment

Component 1: Exploring the Media

Written examination: 1 h

our 30 minutes

40% of qualification

Section A: Exploring Media Language and Representation

Section B: Exploring Media Industries and Audiences

Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes

30% of qualification

Section A: Television

Section B: Music (music videos and online media)

Coursework

You will be given a range of briefs to choose from and will create a piece of media as part of your studies. For example, create a website to promote a new television programme or create an online magazine.

Progression Route

The course will lead to a single award at GCSE.

How would it help me in future?

This will enable you to develop knowledge and understanding of a broad range of media forms and products, providing a comprehensive and balanced study of the media that encompasses audio-visual, print-based and online forms, as well as exploring the interrelationships between them.

This course will provide you with the skills for further study in subjects such as media, journalism, design or business. It also prepares you for a range of creative and technical job roles within the media industry.



BTEC TECHNICAL AWARD IN PERFORMING ARTS (DANCE APPROACH)



Number of Periods: 5	Optional	Qualification: Pearson Level ½ BTEC Technical Award
----------------------	----------	-----------------------------------------------------------

About the Course:

The Pearson BTEC Technical Award in Performing Arts is an exciting new course for 2024. Within this course students will have the opportunities to develop their knowledge, skills and techniques across the performing arts (with a focus on a Dance Approach) to their learning. This course is intended for learners who wish to develop their 'sector-specific' knowledge through a vocational way of learning.

We will develop skills and knowledge of different vocational contexts by:

- ▶ Studying professionals' work and the processes they use
- ▶ Exploring the skills and techniques used in different performing arts roles
- ▶ Evaluate how we are able to contribute to the creation of a performance (either as a performer or non-performer)

Within this course, students will learn professional repertoire, respond to a stimulus and develop an understanding of the processes that underpin effective ways of working. Knowledge will be gained through practical rehearsal, performance and the development of ideas. This course also allows students to explore the roles, responsibilities and disciplines of the performing arts industry.

Lessons will be practically and theoretically based, with students performing, creating and keeping evidence of written work and reflection via a logbook.

This course would suit students who are creative, good communicators, are able to work effectively as part of a team.

Requirements:

Component	Component Title	Guided Learning Hours	How it is assessed
1	Exploring the Performing Arts	36	Internal assessment
2	Developing Skills and Techniques in Performing Arts	36	Internal assessment
3	Responding to a Brief	36	External assessment

Components 1 & 2:

These components are assessed through non-exam internal assessment. These are Pearson set assignments which are released twice a year. These assignments are marked by the centre and moderated by Pearson.

Components 1 and 2 are designed to:

- Develop core knowledge and understanding of a range of performance/production styles, and the key features that contribute to these such as practitioners' roles, responsibilities, skills and techniques
- Develop and apply skills, such as practical and interpretive rehearsal and performance/production in acting, dance, musical theatre and/or production through workshops and classes.
- Reflective practice through development of skills and techniques that allow learners to respond to feedback, identify areas for improvement, using presenting techniques, for example log books.

Component 3:

This component is intended to build directly on Components 1 and 2. This allows learning to be brought together and related in a real-life scenario. This component takes place under supervised conditions and is marked externally by Pearson. Students will respond to a specific brief, working to a target audience to create a performance with between 3-7 performers. This brief allows students to demonstrate how they can select the appropriate skills, techniques, concepts, theories and knowledge from across the qualification.

Examination: -

Components 1 and 2 are marked internally by the centre and moderated by Pearson.

Component 3 is externally assessed by Pearson. Work is created from a brief and is completed under supervised conditions.

This course is graded: Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Distinction, Level 2 Distinction*

Progress Route:

Studying this qualification at Key Stage 4 will help you to make informed choices about the Performing Arts.

Successful completion of the course can lead to higher educational establishments and apprenticeships.

- ▶ A-Levels in Dance or Drama
- ▶ Level 3 BTEC National in Performing Arts, which prepares learners for employment, apprenticeships in performing arts
- ▶ Higher education establishments to study a degree in performing arts or production arts (lighting, stage management etc).



FOOD PREPARATION & NUTRITION

Number of Periods: 5	Optional	Qualifications GCSE
----------------------	----------	------------------------

About the Course

This course aims to develop student's practical food skills and covers the following topics:

- Food Commodities (Foods we eat daily)
- Principles of Nutrition
- Diet & Good Health
- The Science of Food
- Where food comes from
- Cooking and food preparation (Practical skills)

Controlled Assessment Requirements

Unit 1 – The Food Investigation Assessment (15%)

This involves a scientific food investigation which assesses knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Unit 2 – The Food Preparation Assessment (35%)

This involves preparing, cooking and presenting a menu which assesses knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

Unit 3 – Written Examination Paper (50%)

This paper is 1 hour and 45 minutes in duration and consists of compulsory questions which assess the six areas of the course outlined above.

Progression Route

This course encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously now and later in life.

Students can build on this knowledge through further and higher education courses.

This qualification is suitable for many career choices mainly in the Food Industry and the Public Sector. For example, teaching, the NHS, Social Care, Sports related careers etc.

EDUQAS LEVEL 1/2 VOCATIONAL AWARD IN HOSPITALITY AND CATERING

(Technical Award)



Number of Periods: 5

Optional

Qualification

Eduqas Level 1/2 Vocational Award in
Hospitality and Catering

About the course:

The Level 1/2 Vocational Award in Hospitality and Catering is a practical course designed to enable learners to use the theory of Hospitality and Catering to work on real-life' purposeful experiences within and outside the school environment. The aim is for students to work in an environment that is as close to a professional kitchen as possible.

There will be links with local businesses in the Hospitality sector and also South Cheshire College to enhance the learning experience. Students will learn about the Hospitality sector, including restaurants and hotels and also how professional Catering establishments work. Students will be expected to cook and serve food to a professional standard throughout the course.

This course is graded: Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Distinction, Level 2 Distinction*

Coursework Requirements

Unit 2: Hospitality and Catering in Action

In Year 11 students will be given a real life scenario requiring them to plan and trial suitable dishes for a menu. A coursework folder will record the research and practical work for this task. All sections must be completed. There is a practical examination in Year 11 to cook and present the dishes to a professional standard.

Written Exam

Unit 1 The Hospitality and Catering Industry

This is an 80 minute exam and is worth 80 marks. This comprises short and extended answer questions based around applied situations. Learners will be required to use stimulus material presented in different formats to respond to questions.

Progression Route

Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as:

- Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills
- Level 2 Certificate in Professional Food and Beverage Service Skills
- Level or Level 2 NVQ Diploma in Professional Cookery

Where this award is achieved together with other relevant Level 1/2 qualifications, such as GCSEs in English and Maths and Science, learners may be able to access relevant Level 3, such as

- WJEC Level 3 Food, Science and Nutrition (certificate and diploma)
- Level 3 NVQ Diploma in Advanced Professional Cookery

Level 3 Advanced Diploma in Food Preparation and Cookery Supervision



MUSIC



Number of Periods: 5	Optional	Qualifications OCR GCSE
----------------------	----------	----------------------------

About the course:

Music is a highly disciplined, cultural and recreational subject. As well as sowing seeds for a lifetime's interest, it can enhance or contrast with other subjects. It is very broad based, allowing each student's particular interests and strengths to be used in the examination. We follow the OCR GCSE Music course.

Students considering GCSE Music would benefit from being able to play a musical instrument or sing at a fairly competent level, and should also attend a musical extra-curricular club.

If students have a genuine passion for Music, it is possible to start learning an instrument at the start of the course, as long as they are committed to practising out of lesson time.

The course is split into 3 areas:

Performing	Composing	Listening
------------	-----------	-----------

Performance: 30% - coursework

This consists of a *Solo Performance* and a *Group Performance* which are recorded in Year 11. Performance skills will be developed during the course, and students can choose which instrument they wish to play or they can sing.

Composition: 30% - coursework

Students compose 2 final pieces which are submitted in Year 11. The first piece is free-choice for any combination of voices or instruments in any musical style. The second piece is in response to a stimulus (e.g. lyrics, picture, rhythm, story) set by the exam board. Students will learn how to compose during Year 10 and will develop their skills in using musical notation and using Garageband and Sibelius software on the IMACs.

Listening: 40% - exam

The exam is taken in Year 11 and is a series of questions to be answered whilst listening to extracts of Music. There are 4 Areas of Study in which we listen to and analyse music from a wide variety of styles. These are:

- The Concerto Through Time
- Rhythms of the World (e.g. *Blues, African, Caribbean*)
- Music for Film
- Pop Music Through the Decades

Progression Route

Students can develop their skills further at the age of 16 by progressing to Further Education. Courses available include A Level Music and A Level Music technology as well as BTEC Level 3 Music, BTEC Level 3 Music Technology or BTEC Level 3 Performing Arts.

Students who take GCSE Music may be interested in careers in the Media, Music or Performing Arts Industry.



NEW AWARD

BTEC TECH AWARD LEVEL 1/2 in SPORT



Number of Periods: 5	Optional	Qualifications Level 1/2 BTEC Tech Award in Sport (GCSE equivalent)
----------------------	----------	----------------------------------------------------------------------------

About the Course

We will be continuing with the BTEC Tech Award Level 1/2 in Sport in September 2024 as our sports qualification. This course requires students to have a good sporting ability in at **least 2 different sporting activity areas**. They will also require a high level of commitment to classwork, homework and coursework. This course will be more suited to students who have an interest in sport, respond positively to coursework and who would benefit from a more vocational qualification.

Students will need to work as independent learners, but also be prepared to work in small and large groups. They must also be prepared to be video recorded as part of the production of coursework for the exam board to scrutinise.

During the course, students will explore many different skills required in the world of sport. From learning how to prepare others to participate in sport to participating yourself with a good understanding of key rules, regulations and scoring systems and understanding how to improve fitness levels. Students will develop their confidence levels quickly and will be supported through this process by staff. Students with a positive attitude who show commitment will perform to a high standard with this course.

Coursework Requirements

60% of the work on this course will be internally assessed and externally moderated coursework. (combination of practically assessed components and written coursework).
40% of the work on this course will be assessed through an online examination.

Assessment:

One examination component:

- Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity – externally assessed synoptic unit (40%)

Two coursework components:

- Component 1: Preparing Participants to Take Part in Sport and Physical Activity – internally assessed and externally moderated (30%)
- Component 2: Taking Part and Improving Other Participants Sporting Performance – internally assessed and externally moderated (30%)



DESIGN & TECHNOLOGY



Number of Periods: 5	Optional	Qualifications GCSE
----------------------	----------	----------------------------

About the Course

During the course students take part in a range of activities that develop innovation, imagination, creativity and independence when designing products. It offers a unique opportunity for candidates to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests. Students will develop their skills through working with a range of designing media, modelling and production methods, and through the use of ICT.

Controlled Assessment Requirements

Component 1 – 2 hour Written Paper (50%)

An externally set paper which will be set and marked by EDUQAS.

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of:

- Technical principles
- Designing and making principles along with their ability to
- Analyse and evaluate design decisions and wider issues in design and technology

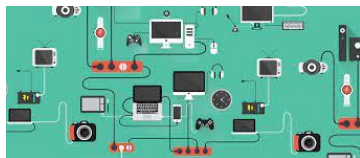
Component 2 - Design & Make task (NEA, Approx. 35 hrs) (50%)

A sustained design and make task, based on a contextual challenge set by EDUQAS, assessing candidates' ability to:

- Identify, investigate and outline design possibilities
- Design and make prototypes
- Analyse and evaluate design decisions and wider issues in design and technology.

Progression Route

Students can use this subject to progress on to Post 16 courses in Design & Technology, Interior Design, Packaging Design, Manufacturing, Product Design, Architecture or Engineering. They can also progress on to Higher Education and enhance their skills further in becoming a designer and working in the many varied aspects of the Product Design Industry. The course will provide you with the opportunity to run and manage your own project; a vital skill which is required in many future careers. It will also prepare you to make informed decisions about further learning opportunities and career choices.



NEW AWARD



GCSE ELECTRONICS

Number of Periods: 5	Optional	Qualifications Eduqas GCSE in Electronics
----------------------	----------	----------------------------------------------

About the Course

The specification ensures that learners have the scientific and mathematical knowledge and understanding, and the engineering skills, to tackle problems in an electronics context.

Studying this GCSE in Electronics enables learners to:

- Develop scientific knowledge and conceptual understanding of the behaviour of analogue and digital electrical/electronic circuits including a wide range of electronic components
- develop an understanding of the nature, processes and methods of electronics as an engineering discipline to help them answer questions about practical circuits
- be aware of new and emerging technologies
- develop and learn how to apply observational, practical, problem solving and evaluative skills in the identification of needs in the world around them and to propose and test electronic solutions
- progress to level 3 qualifications in electronics and engineering.

Coursework Requirements

Component 3 is made up of an extended system design and realisation task to assess electronic skills. This is your Non-Examined Assessment (NEA) and is worth 20% of your GCSE grade.

Assessment:

Component 1: Discovering Electronics

Written examination: 1 hour 30 minutes

40% of qualification

A mix of short answer questions, structured questions and extended writing questions, with some set in a practical context.

Component 2: Application of Electronics

Written examination: 1 hour 30 minutes

40% of qualification

A mix of short answer questions, structured questions and extended writing questions, with some set in a practical context.

Component 3: Extended system design and realisation task

Non-exam assessment

20% of qualification

An extended system design and realisation task to assess electronics skills.

Progression Routes:

The course provides a suitable foundation for the study of Electronics and Engineering at KS5.



NEW AWARD

GCSE PHOTOGRAPHY

Number of Periods: 5	Optional	Qualifications Eduqas GCSE in Photography
----------------------	----------	----------------------------------------------

About the Course

This course will challenge each student to extend their individual experiences in using photographic materials and techniques to produce personal responses to tasks or projects.

As in Key Stage 3 students will use a range of materials and processes including ICT to develop individual responses to the set tasks. Exploring and using the work of photographers and that produced in other historical periods and cultures will be an essential element of the course.

Coursework Requirements

The course is split into two units.

Unit 1 - Coursework (60% of the final grade):

During the course we will be producing work based on at least two project/task briefs.

Students will aim to produce a final portfolio of work that contains evidence of: practical work, research studies including recording from direct observation, engagement with the work of artists, investigation of materials and processes, ideas development work, critical evaluations and responses. This evidence must be presented in the form of a portfolio and include all aspects of the above.

Unit 2 – Externally set task (40% of the final grade):

Students will be provided with a set of starting points from the exam board. This will be given out in the spring term during Year 11. Students have to produce preparation work during this period. A final response to the starting point will be produced during 10 hours of unaided time in examination conditions. All the work from this unit must be presented for assessment.

Assessment:

In Photography students are assessed against four attainment objectives.

During each task in Unit 1 students will be assessed on progress. At the end of Unit 2, the 10 hour unaided time, teachers will assess the work presented and this mark along with that from Unit 1 will be presented to the board.

A selection of units will then be asked for by a visiting moderator.

Progression Routes:

The course is suitable for candidates who wish to go on to further study in Art and Design in GCE Advanced subsidiary or Advanced or the Foundation GNVQ, Intermediate GNVQ or Advanced Vocational Certificate of Education.

NEW AWARD



PSYCHOLOGY

Number of Periods: 5	Optional	Qualifications GCSE Psychology
----------------------	----------	-----------------------------------

About the Course

This course gives an introduction to the fundamentals of psychology, developing critical analysis, independent thinking and research skills. It focuses on psychological concepts and methodologies in the context of real-life issues, focusing on key questions, the work of renowned psychologists.

Areas of study (some examples):

Development – how the brain develops, the effects of learning on development, learning styles, Piaget's stage theory and its role in education.

Memory – types, models, recall, accuracy and false memory, studies such as Bartlett's War of The Ghost Study.

Psychological problems – mental health, its increase and effects on society, characteristics of and treatments for clinical depression, addiction and therapies, Wiles' study of the effectiveness of CBT.

Social influence - conformity and obedience, social and antisocial behaviour; how factors affect the behaviour in crowds, Asch's study of conformity.

Assessment

100% external exams at the end of Year 11

2 papers – 1 hour 45 mins each

Type of questions - multiple choice, short answer and extended writing, data handling

GCSE Grades 9 - 1

Progression Route

This course is for any student who wishes to work with people in the future. It will be very beneficial for students who are thinking about careers in:

Education

Health – therapists, psychologist

Legal (for example, police/forensic/rehabilitation),

Social Work

Counselling

Research

Sports Scientist

Media (advertising)

Leadership roles



HEALTH AND SOCIAL CARE

Number of periods: 5	Optional	Qualifications Technical Award
----------------------	----------	-----------------------------------

About the Course

About the Course

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in one of the fastest growing sectors in the UK: Health & Social Care. The course covers some of the fundamental aspects of health and social care, including growth and development, health and social care services and values, and health and wellbeing, giving learners a broad introduction to a sector that transects a wide range of careers from social care and social work to many different branches of healthcare. The breadth of this course allows learners to identify their strengths and interests to help inform next steps in education and training. Using realistic vocational contexts, learners will acquire sector specific knowledge and technical skills, exploring a range of healthcare conditions and social care needs and considering how the different healthcare and social services available can help meet individuals' needs as well as the common barriers to access and obstacles to care. They will learn about physical, lifestyle, social, cultural, economic and environmental factors affecting health and wellbeing and how to make recommendations for improvement using person-centred approach.

What you will be taught

Component 1: Human lifespan and development

Component 2: Health and social care services and values

Component 3: Health and wellbeing

Assessment

Component 1: Human lifespan and development This unit is worth 30% of the overall course and has 60 marks available. This is an internally assessed unit that is completed in the classroom over a period of 6 hours.

Component 2: Health and social care services and values This unit is worth 30% of the overall course and has 60 marks available. This is an internally assessed unit that is completed in the classroom over a period of 6 hours.

Component 3: Health and Wellbeing This unit is externally assessed through an exam and is worth 40% of the overall qualification. The exam is 2 hours in duration and there will be two opportunities for students to sit the examination

Progression Route

Health & Social Care is the perfect course if you are interested in any Health Care related careers or further study. It provides a good basis for counselling, paramedic, fire services, police, youth offending team, midwifery, nursing, paediatric, teaching, classroom assistant, health visitor, social work and other child care related jobs. The vocational aspect means you are able to apply what you have learnt directly to the job.



CITIZENSHIP



Year 10 – 2 hours a week Year 11 – 2 hours a week	Optional	Qualifications OCR Full Course GCSE
------------------------------------------------------	----------	----------------------------------------

About the Course

GCSE Citizenship will cover topics related to politics, law, the government and society.

You will learn about themes such as; democracy, dictatorship, the rights and responsibilities of key government officials, social issues, global issues and the role of citizens in the community.

By the end of the GCSE, you should understand political structures and legal systems, both in the UK and worldwide.

Topic One – British Values and the Community

Within this topic you take a deep dive into learning about how British society works.

- You'll learn about what it means to be British by evaluating British values and morals.
- You will learn about how our society is structured and be able to explain what is meant by a democratic and capitalistic society. You'll evaluate the pros and cons of our country's structure.
- You will investigate how our voting system works.
- You'll interpret the UK from an outside perspective to understand how other countries view the UK.

Topic Two: - Law and Order in the UK

Within this topic you will learn about how laws are created in the UK and make decisions on whether this is fair.

- You will study international treaties and agreements to evaluate their impact on UK law.
- You will find out about what happens in the Houses of Parliament, what the roles of MPs are and what the role of Prime Minister is.
- You will investigate the role of the Royal Family within politics and international relations.

Topic Three: - Global Politics

Ever wondered about how other countries make their laws and organise their government? This is exactly what you'll learn in topic three.

- You will investigate various countries to find out how their governments are structured.
- You will learn about the core differences between capitalism and communism and how they work theoretically and in practice.
- You will be able to explain who the U.N are and N.A.T.O and their roles within global politics.
- You will evaluate the differences between the structure of UK politics and global politics to determine what structure you believe is fair.

Topic Four: - Citizenship Action Project

Where this topic goes is completely down to you. You'll think about something in your local community that needs changing or improving. You'll decide on what to change and you will implement that change. Perhaps some groups are not as represented as they should be, and you know a way how to change this?

Is there something already in place for improvement, but you have a better idea?

- You will make a change to something.
- You'll evaluate how effective your change was.
- You'll reflect on your project and think about what went well and where you could improve.

Assessment

You will sit three exams on three separate days.

- Your first exam is 50 minutes and is worth 25% of your total GCSE grade.
- Your second exam is 1 hour 45 and is worth 50% of your total GCSE grade.
- Your third exam is 1 hour and is worth 25% of your total GCSE grade.

Is the course for me?

If you're looking for a career in Law, Politics, Policing, the Local Government or The Media, if you're a person who enjoys staying up to date with the news, questioning the way society works, if you want to make a difference or a change in the world, citizenship may be the right path for you.