



Learning Together. Achieving High Standards.

# YEAR 9 OPTIONS INFORMATION

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



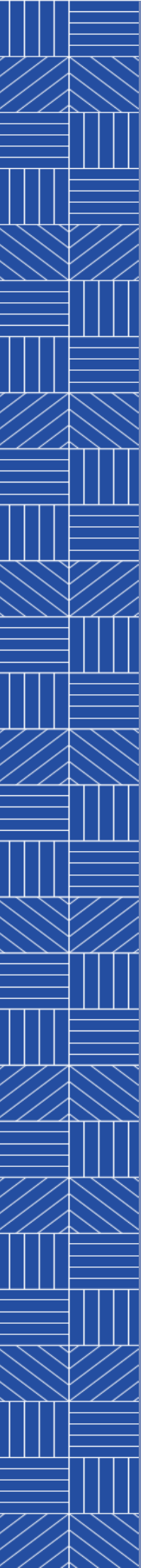
**Headteacher Mr D Postlethwaite**

Ruskin Community High School  
Ruskin Road  
Crewe

Cheshire CW2 7JT  
Tel: 01270 560 514

Email: [enquires@ruskin.cheshire.sch.uk](mailto:enquires@ruskin.cheshire.sch.uk)







# WELCOME

At Ruskin, we are proud to design our Key Stage 4 curriculum around the interests of our students. We offer a wide variety of academic and creative courses, which provides our students with a diverse choice of subjects, enabling all students to pursue their interests. Integral to our Key Stage 4 curriculum are the Core Subjects – English, mathematics and Science, which all students will complete to GCSE level. The national expectation is for ALL students to achieve at least a grade 4 in both English and mathematics; if this is not achieved then you must continue to study (and resit) this qualification throughout further education.

We are confident you are best placed at Ruskin Community High School to achieve these vital milestones, as we will provide you with the 'key' to unlock opportunities when you leave.

You can read more about Ruskin Pathways on page 6.

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 the Option Process was introduced:

- The Options Process is outlined through assemblies and tutor time during the Spring Term. Curriculum Leaders have dedicated assemblies focusing on each subject area. These are shared via ClassCharts for parents and students.
- A series of taster sessions will be held between 2nd February – 13th February for students to experience a typical lesson.
- Options/Parents' Evening on the **10<sup>th</sup> March 2026** 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. Representatives from Cheshire College – South & West and Reaseheath College will also be available on the evening.
- Students are offered a 1:1 appointment with our Careers Advisor – Mrs Webster. Mrs Webster will be available on Options/Parents' Evening, so please make an appointment with her if you would like.
- The **options form** must be completed and returned to school. Collection will commence on **Monday 3rd March**. Students will be asked to select:
  - 4 Option Choices – At least 1 of these subjects **MUST** be an EBacc subject.
  - Reserve Choices for each option block.
- 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.

Once option forms have been completed, we work hard to ensure students are able to study the subjects they have chosen on their options form. Most students will be allocated the subjects they selected on their options form. In the unlikely event we are unable to offer those subjects on your form, we will contact you to discuss further.



# YEAR 9 OPTIONS PROCESS @ RUSKIN

At Ruskin, The Year 9 Options Process involves **parents, students and staff** working together to decide the best subjects for students to study at Key Stage 4 (Years 10 and 11). This is an exciting opportunity to reflect on the **future aspirations** of our students, allowing them to consider the pathway they will take to post-16 education.

Our Options Process is underpinned by our **Core Value**



## Respect:

- Through collaborative work with students, staff and parents, we ensure that students build high levels of self-respect, allowing them to recognise their strengths and abilities, meaning that they can make informed decisions about their post-16 pathway.

## High Aspirations:

- We encourage all students to be the best that they can be, especially as they consider their future aspirations, and parents' involvement in the Options Process allows students to make the right decisions about their goals and ambitions.
- We want students to strive for excellence and endeavour to be a Ruskin Scholar, no matter which post-16 pathway they choose.

## Confidence:

- Through our careers and work-related learning, we ensure that students are equipped with knowledge that they need to make informed decisions about their future.
- Our Options Process promotes curiosity and inquisitiveness around post-16 pathways, and it gives students and parents the confidence to be actively involved in the decision-making process.

## We are a Community:

- Within our caring and supportive learning environment, we focus on building strong relationships between staff, students and parents, meaning that all are valued as having a key role in the Options Process.

**At Ruskin, we expect all students to have high aspirations and to be a Ruskin Scholar, who strives to be the best that *they* can be.**

## What is a Ruskin Scholar?

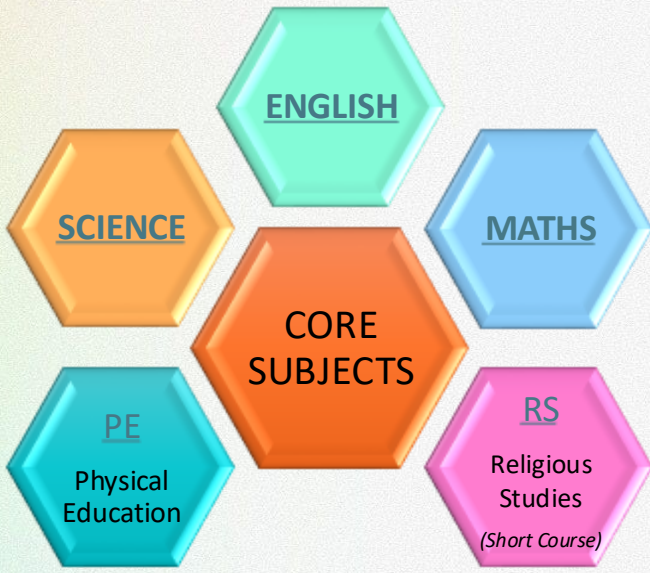
- A student who has **high aspirations** for themselves and for their future
- A student who **values** their education and **appreciates** the **knowledge** and **skills** of their teachers
- A student who demonstrates **resilience**, even when they find something challenging

For students to be able to make the right choices for themselves during The Options Process, it is essential that they **work hard** and with **determination** so they can achieve the very best of their ability. No matter what post-16 pathway a student wants to take, we expect them to encompass the **values** and **attributes** of a **Ruskin Scholar** in all aspects of school-life.

# YEAR 9 OPTIONS PROCESS @ RUSKIN

## All students study the CORE SUBJECTS

Alongside the core subjects of English, mathematics and Science, students will also continue to study Core PE, Personal Development, Sex and Relationships (PSHCE) and Religious Studies.



## OPTION SUBJECTS

In addition to studying the core curriculum, you will also be able to select 4 options subjects.

EBacc Subjects	GCSE Subjects	BTEC /Vocational
<a href="#">German</a>	Citizenship	<a href="#">Vocational – Food Hospitality &amp; Catering</a>
<a href="#">French</a>	Statistics	<a href="#">BTEC Sports</a>
<a href="#">History</a>	Philosophy & Ethics	BTEC Health & Social Care
<a href="#">Geography</a>	<a href="#">Business Studies</a>	Entry Level Geography
<a href="#">Triple Science</a>	Psychology	Entry Leve History
	Creative GCSE Subjects	
	<a href="#">Creative iMedia</a>	
	Media	
	GCSE Drama	
	GCSE Dance	
	<a href="#">Fine Art</a>	
	<a href="#">Photography</a>	
	<a href="#">Music</a>	
	<a href="#">Design &amp; Technology</a>	
	3D Design	

# RUSKIN PATHWAYS

## Be a Ruskin Scholar

- Have **high aspirations** for yourself and for your future
- **Value** your education and **appreciate** the **knowledge** and **skills** of their teachers
- Demonstrates **resilience**, even when you find something challenging



### Pathway 1

You have more than 5 GCSEs at Grade 4-9, including English and mathematics

What's Next?

- A levels
- Level 3 BTEC
- Level 3 Diploma
- Level 3 Advanced Apprenticeship
- Level 3 T-Levels
- AAQ (2x A-Levels and 1 Level 3 BTEC)



### Pathway 2

You have fewer than 5 GCSEs at Grade 4 – 9

What's Next?

- Level 2 BTEC
- Level 1 BTEC
- Entry Level BTEC
- Level 2 Intermediate Apprenticeship

*\* You may need to study for 3 years if this is the route you take.*

*\* If you do not achieve a Grade 4 on English and/or mathematics, you will have to resit.*



# DIFFERENT TYPES OF QUALIFICATIONS

## **EBacc**

EBacc stands for English Baccalaureate. The EBacc is a set of subjects which was introduced by the DfE at GCSE level with the intention of providing a sound academic background for students wishing to continue their studies to degree level.

## **GCSEs**

GCSE stands for 'General Certificate of Secondary Education'. These are academic qualifications that are recognised and valued by schools, colleges and employers so they will be useful whatever you are planning to do in the future.

GCSEs involve studying the theory of a subject and usually include some investigation work. Some may also involve practical work. All GCSEs have examinations, although some might have controlled assessments too; controlled assessments must be completed in class under the supervision of teaching staff.

When you take your final exams, all GCSEs will be graded 9-1. Some qualifications have different examination papers for students working at different ability levels. These are called 'tiers': Higher and Foundation.

## **BTECs**

BTEC (Business & Technology Education Council) qualifications are work-related or 'technical (vocational)' courses suitable for a wide range of learners.

Like GCSEs these are nationally recognised and have been designed to meet the needs of employers and allow progression to further study. They provide a practical, real-world approach to learning. BTECs are assessed through coursework and examinations. These courses are suitable for students who might not show their full potential in courses assessed through only examinations.

# CORE SUBJECTS

Type	Subject	Page
GCSE Core	<a href="#">English Language / English Literature</a>	9
GCSE Core	<a href="#">Mathematics</a>	10
GCSE Core	<a href="#">Science</a>	11
GCSE Short Course	<a href="#">Religious Studies</a>	12
Core	<a href="#">Physical Education</a>	13

# OPTION SUBJECTS

Type	Subject	Page
Ebacc	<a href="#">German</a>	14-15
Ebacc	<a href="#">French</a>	16-17
Ebacc	<a href="#">History</a>	18
Ebacc	<a href="#">Geography</a>	19
EBacc	<a href="#">Triple Science</a>	20
GCSE	Citizenship	21-22
GCSE	Statistics	23
GCSE	Philosophy & Ethics	24
GCSE	<a href="#">Business Studies</a>	25
GCSE	Psychology	27
GCSE	<a href="#">Music</a>	28
GCSE	Dance	29
GCSE	Drama	30
GCSE	Media	31
GCSE	<a href="#">Creative iMedia</a>	32
GCSE	<a href="#">Design &amp; Technology</a>	33
GCSE	3D Design	34
GCSE	<a href="#">Photography</a>	35
GCSE	<a href="#">Fine Art</a>	36
Vocational Award	<a href="#">Food Hospitality &amp; Catering</a>	37
BTEC	<a href="#">BTEC Sports</a>	38
BTEC	BTEC Health & Social Care	39
	Entry Level Geography	40
	Entry Level History	41



# ENGLISH LANGUAGE ENGLISH LITERATURE

## Number of Periods:

Year 10 – 8  
Year 11 – 8

## Core

## Qualifications:

EDUQAS 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 workplace 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



Career

Pathways

### 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 career in journalism, law and teaching.



# 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 (P) 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:

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

**Number of Periods:**  
9hrs per Fortnight

**Core**

**Qualifications:**  
GCSE Combined 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 are 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.

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 Year 11. 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

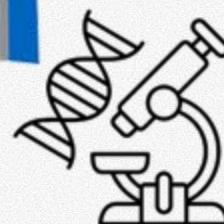
## Progression Route:

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.

Career

Pathways



# RELIGIOUS STUDIES

## Number of Periods:

Year 10 – 1hr a week

Year 11 -1hr 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 practises

- 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.



### Progression Route:

Prepares you for A-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

## Number of Periods:

Year 10 – 2hrs

Year 11- 2hrs

## Core

### About the Course:

The PE course is a compulsory part of the education programme for all students; we offer a wide choice of activities.

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 activity can be reached. Students will be able to pick a strand that they are most interested in between Competitive Games, Recreational Sport and Health and Fitness.

The focus in Key Stage 4 is on roles and responsibilities within Sport and PE. Students will further develop their skills, application of skills, independent learning and leadership, and knowledge of health lifestyles.

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.

Students must have the Ruskin PE kit for each activity.

The choices offered during the 2 years include: Athletics, Badminton, Basketball, Cricket, Football, Handball, Hockey, Netball, Rounders, Tennis, Trampolining, Volleyball and a range of Health Related Fitness activities, including Yoga and Boxercise.

### Assessment:

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.



### Progression Route:

Students are able to continue their physical activity as part of a lifelong healthy lifestyle.

# MODERN FOREIGN LANGUAGES

## GERMAN

**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. We are offering German as a GCSE option subject this year to students in 9Y1 and 9Y2 with a predicted grade of 6+.

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 and 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.



### Progression Route:

A-Level 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.



# MODERN FOREIGN LANGUAGES

# GERMAN

## **Assessment:**

### Paper 1: Listening

#### **What is assessed?**

- Understanding & responding to spoken extracts comprising the defined vocabulary and grammar for each tier.
- Dictation of short, spoken extracts.

**How is it assessed?** Written exam. 25% of the GCSE.

Foundation: 35mins (40 marks), Higher: 45mins (50 marks)

Recording controlled by the invigilator with built in repetition and pauses.

Each exam includes 5 minutes reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording for students to check their work.

### Paper 2: Speaking

#### **What is assessed?**

- Speaking using clear and comprehensible language to undertake a role-play.
- Carry out a reading aloud task
- Talk about visual stimuli.

**How is it assessed?** Non exam assessment (NEA). 25% of the GCSE

Foundation: 7-9mins, plus 15 minutes supervised preparation time

Higher: 10-12 mins, plus 15 minutes supervised preparation time

50 marks for each tier

### Paper 3: Reading

#### **What is assessed?**

- Understanding and responding to written texts which focus predominately on the vocabulary and grammar at each tier.
- Inferring plausible meanings of single words when they are embedded in written sentences.
- Translating from German into English.

**How is it assessed?** Written exam. 25% of the GCSE

Foundation: 45mins, Higher 1 hour. (50 marks for each tier)

### Paper 4: Writing

#### **What is assessed?**

- Writing text in the language on a lexically and grammatically accurate ways in response to simple and familiar stimuli.
- Translating from English into German.

**How is it assessed?** Written exam. 25% of the GCSE.

Foundation: 1hr 10 mins, Higher: 1hr 15 mins. (50 marks for each tier)





# 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 and 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.



### 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

# FRENCH

## **Assessment:**

### Paper 1: Listening

#### **What is assessed?**

- Understanding & responding to spoken extracts comprising the defined vocabulary and grammar for each tier.
- Dictation of short, spoken extracts.

**How is it assessed?** Written exam. 25% of the GCSE.

Foundation: 35mins (40 marks), Higher: 45mins (50 marks)

Recording controlled by the invigilator with built in repetition and pauses.

Each exam includes 5 mins' reading time at the start of the question paper before the listening material is played and 2mins at the end of the recording for students to check their work.

### Paper 2: Speaking

#### **What is assessed?**

- Speaking using clear and comprehensible language to undertake a role-play.
- Carry out a reading aloud task
- Talk about visual stimuli.

**How is it assessed?** Non exam assessment (NEA). 25% of the GCSE

Foundation: 7-9mins, plus 15 minutes supervised preparation time

Higher: 10-12 mins, plus 15 minutes supervised preparation time.

50 marks for each tier)

### Paper 3: Reading

#### **What is assessed?**

- Understanding and responding to written texts which focus predominately on the vocabulary and grammar at each tier.
- Inferring plausible meanings of single words when they are embedded in written sentences. Translating from French into English.

**How is it assessed?** Written exam. 25% of the GCSE

Foundation: 45mins, Higher 1 hour. (50 marks for each tier)

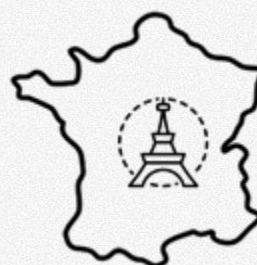
### Paper 4: Writing

#### **What is assessed?**

- Writing text in the language on a lexically and grammatically accurate ways in response to simple and familiar stimuli.
- Translating from English into French.

**How is it assessed?** Written exam. 25% of the GCSE.

Foundation: 1hr 10 mins, Higher: 1hr 15 mins. (50 marks for each tier)





# 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, the focus is 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 Battles 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 as 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.

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 if suitable.

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



# 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 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 and the development urban areas. 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 throughout. 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 30 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.





# TRIPLE SCIENCE

**Number of Periods:**  
5

**Optional**  
EBacc

**Qualifications:**  
GCSE Biology, Chemistry & Physics

**This course would be suitable for students in set 1-3 Science classes but please discuss with your Science teacher if you are interested.**

## **About the Course:**

This course is an excellent choice for students who are curious about how the world works and enjoy learning about Biology, Chemistry and Physics. This option allows students to study each of these sciences in greater depth compared to Combined Science, giving them a stronger foundation and broader knowledge.

Triple Science is particularly beneficial for students who are considering careers in medicine, engineering, technology, or environmental science. Universities and employers often view Triple Science as a strong academic choice because it demonstrates a student's ability to handle challenging subjects. However, if you are not considering a career in any of the earlier mentioned areas, then Triple Science could still be an excellent choice for you, as it provides students with many avenues into the ever-expanding career pathways of the future. By taking Triple Science, students gain a head start for A-levels in science and beyond. It provides additional practical skills, critical thinking opportunities, and a deeper understanding of scientific concepts, all of which are invaluable in today's rapidly evolving world. Students also have the opportunity to learn about topics that would not typically be covered in the AQA Combined Science specification for example, Space and the big bang theory

## **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. Students receive three GCSEs at the end of Year 11, rather than the two GCSEs achieved by students taking Combined Science. Their assessments are broken down as follows:

Biology - Paper 1 (50%) & Paper 2 (50%)

Chemistry - Paper 1 (50%) & Paper 2 (50%)

Physics - Paper 1 (50%) & Paper 2 (50%)

Each examination is for 1 hour and 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.





# CITIZENSHIP

**Number of Periods:**  
2hrs 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.



# CITIZENSHIP

**Number of Periods:**  
2hrs a week

**Optional**

**Qualifications:**  
OCR Full Course GCSE

## 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.

## **Progression Route:**

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.





# STATISTICS

**Number of Periods:**  
5

**Optional**

**Qualifications:**  
AQA GCSE

**About the Course:**

Statistics is about making decisions when there is uncertainty. Perhaps one of the most versatile areas of maths, it gives students the skills to collect, analyse, interpret and present data.

Our new qualification is fully co-teachable alongside our GCSE Maths. Topics are clearly and logically structured and include:

- understanding the importance of careful planning
- a clear strategy for collecting, recording and processing data, in order to, address an identified question or hypothesis
- generating data visualisation and understanding the maths involved.

The content covered in GCSE Statistics is largely new and the content will be covered in detail over the course. It is definitely recommended for anyone who has an enthusiasm and interest in developing their mathematic knowledge further. However, anyone who is considering a future career in any STEM (Science, Technology, Engineering, and Mathematics) subject will greatly benefit from Statistics. It complements these courses at GCSE and A-Level. Any student who enjoys problem solving and decision making will enjoy taking GCSE Statistics

There are 8 distinct sections to the course. These are:

- Collection of data
- Processing and representing data
- Summarising data
- Scatter diagrams and correlation
- Time series
- Probability
- Index numbers
- Probability distributions

**Assessment:**

Examining Board: AQA

Grades: 1 – 9

Assessments:

- GCSE Statistics has a Foundation tier and a Higher tier.
- Students must take two question papers at the same tier.
- Each question paper can test on any of the course content.
- Each question paper is worth 80 marks.
- Each paper is equally worth 50% of the GCSE grade.
- There is no coursework in this GCSE.



**Progression Route:**

GCSE statistics will support any students looking to do an a-level in Mathematics either at college or sixth form. A-level mathematics includes statistics as a module and this GCSE will give them the foundations.

It complements subjects such as GCSE Biology, Psychology, Geography, Business and Economics, and opens the door to a variety of careers – from weather forecasting to a career in finance to the biological sciences.

# PHILOSOPHY AND ETHICS

## Number of Periods:

Year 10 -2 hrs a week  
Year 11 – 2hrs 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.

### Progression Route:

Prepares you for A-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!



Career

Pathways



# 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:

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.





# 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
- Leadership roles
- Health – therapists, psychologist
- Legal (for example, police/forensic/rehabilitation),
- Social Work
- Counselling
- Research
- Sports Coaching
- Media (advertising)



# 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.

Assessment:

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.

# DANCE

**Number of Periods:**

5

**Optional**

**Qualifications:**

GCSE

## About the Course:

The AQA Dance specification is an academic qualification which combines students' knowledge of three key areas: Dance Performance, Choreography and Appreciation. The aim is to work across each of these disciplines, linking practical technique to analysis and theoretical elements. Both male and female dancers are able to achieve successfully within this course.

It is not essential that students have prior dance training; but they must have a willingness to learn physically and theoretically, have confidence in performance, work well with others and demonstrate a positive attitude to classroom and extracurricular activities.

**Component 1: Practical 60%      Component 2: Theory 40%**

Performance: Students will be required to develop technical and expressive skills, with a deep routed knowledge of safe practice and physical attributes of a dancer.

Choreography: We will explore choreographic devices, processes, and forms of choreography. The course is intended to engage students creatively in selecting and developing work from a range of stimuli and intentions.

Appreciation: Aimed at developing a critical appreciation of both ourselves and others, we will study an anthology of choreographies. Through analytical, interpretive and evaluative judgements, we will explore how companies develop and stage their works, using dance specific language to illustrate intentions and features.

## Examination: Linear examinations

All practical and theory exams will take place in the second year of the course (Year 11). All practical work will be assessed by the teacher and an External AQA Moderator. The formal written examination will occur during the examination season.

## Requirements:

Component 1: Performance & Choreography 60% (internal and externally assessed)

### Performance

30% of the GCSE

Solo Performance- 2 set phrases (set by the exam board)

Duet/Trio Performance (Created by the teacher using elements of two other set phrases)

3 ½ - 5 minutes in length

### Choreography (40 marks)

Select a task set by the exam board.

Acting as a choreographer create a dance for:

2-5 dancers (3-3 ½ mins)

Solo- (2-2 ½ mins)

Component 2: Dance Appreciation 40% (written exam paper)

Assessment Written examination

1 hr 30 mins (80 marks)

Based on students' own practice in practical work and the GCSE Dance anthology

Information An anthology of 6 different dance works, in a variety of lengths and styles.



## Progression Route:

This course would be useful for students wanting to progress further in their Drama education; those who are interested in studying Drama at A-Level or attending Private Performing Arts Colleges. Professions in this industry can range from Drama Performance, Directing, Community Projects, Teaching and Film or Stage Production.



# DRAMA

**Number of Periods:**

5

**Optional**

**Qualifications:**

GCSE

## About the Course:

The AQA Drama specification is designed to encourage students to become confident performers and designers, with the skills they need to succeed in the Performing Arts Industry. GCSE Drama offers the opportunity to explore drama practically, where ideas and meaning are communicated through choices of style and convention. Students will create, perform and respond to drama informed by their theoretical knowledge and understanding.

- Create and develop ideas to communicate meaning for theatrical performances
- Apply theatrical skills to realise artistic intentions in live performance
- Demonstrate knowledge and understanding of how drama and theatre is developed and performed
- Analyse and evaluate their own work and work of others

**Component 1: Understanding drama**

**Component 2: Devising drama**

**Component 3: Texts in practice**

It is not essential that students have prior drama training; but they must have a willingness to learn physically and theoretically, have confidence in performance, work well with others and demonstrate a positive attitude to classroom and extracurricular activities.

## Examination: Linear examinations

All practical and theory exams will take place in the second year of the course (Year 11). All practical work will be assessed by the teacher and an External AQA Moderator. The formal written examination will occur during the examination season.

### Component 1: 40%

Understanding drama Theory  
1hr 45min exam

(Externally assessed Questions range from multiple choice, short and extended writing tasks).

This exam is broken into three sections  
A-Theatre roles and terminology  
B-Study of a set text  
C-Live theatre

### Component 2: 40%

Devising drama  
Practical - Internally assessed and externally moderated.

Performance- 20 marks.  
Devising log- 60 marks.  
Students will devise a piece of performance from a set stimuli. They will select a genre and specialism in relation to the brief set by AQA.  
Students will devise their performance and keep a log of their development and ideas.  
Duo performance- 3-10 minutes or group performance- 4-20 minutes.

### Component 3: 20%

Texts in practice  
Practical – 20 marks , externally assessed by AQA. Evidence recorded.

For this component students must complete two assessment tasks:  
1) Study and present a key extract (monologue, duologue or group performance)  
2) Study and present a second extract from the same play.  
Performer- between 1-6 students per group.  
Extracts chosen must be at least 2-20 minutes in duration, depending on the size of the group. Students may choose to be assessed as a performer, set, lighting, costume, sound or puppet designer. Designers must create two designs based on each extract. A programme note of evidence should be provided for the examiner to explain the context of the performance.

## Progression Route:

This course would be useful for students wanting to progress further in their Drama education; those who are interested in studying Drama at A-Level or attending Private Performing Arts Colleges. Professions in this industry can range from Drama Performance, Directing, Community Projects, Teaching and Film or Stage Production.



**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 hour 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

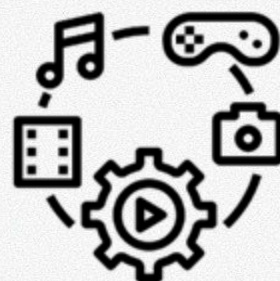
30% of qualification

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.



# 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:

- Comics and Characters  
(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.

# 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.

*You can choose only 3D Design or Design Technology. You cannot choose both.*

## Assessment:

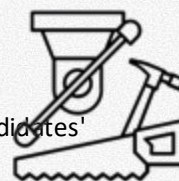
### Controlled Assessment Requirements

#### 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.



# 3D DESIGN

**Number of Periods:**

5

**Optional**

**Qualifications:**

GCSE

## **About the Course:**

The 3D Design course builds on and further develops the knowledge skills and understanding gained during the Key Stage 3 course in both Design Technology and Art.

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. You will work to a project brief to create a product. You will create a series of models using a range of tools and equipment in the DT rooms.

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 designers and that produced in other historical periods and cultures will be an essential element of the course.

*You can choose both 3D design and Photography but must remember these are both 60% coursework. Please discuss with your class teacher if considering both. You cannot choose Fine Art and 3D Design.*

## **Coursework Requirements:**

### 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 3D Design 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 or Design Technology. Students can use this subject to progress on to Post 16 courses in Design & Technology, Interior Design, Packaging Design, Manufacturing, Product Design, or Architecture. 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



# 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.

*You can choose both Fine Art or 3D Design and Photography but must remember these are both 60% coursework. Please discuss with your class teacher if considering both.*

## Coursework Requirements:

### 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 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.



# FINE ART

**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.

*You can choose both Fine Art and Photography but must remember these are both 60% coursework. Please discuss with your class teacher if considering both. You cannot choose Fine Art and 3D Design.*

## Coursework Requirements:

### 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.

# LEVEL 1/2 VOCATIONAL AWARD IN HOSPITALITY AND CATERING

Number of Periods:  
5

**Optional**  
*Technical Award*

**Qualifications:**  
EDUQAS Level 1/2  
Vocational Award  
Hospitality & 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\*

## Assessment:

### 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.

### NEA Assessment

#### 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.

## 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 1 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





# BTEC TECH AWARD LEVEL 1/2 IN SPORT

**Number of Periods:**  
5

**Optional**

**Qualifications:**  
Level 1 / 2 BTEC Tech  
Award in Sports (GCSE  
Equivalent)

## About the Course:

We will be continuing with the BTEC Tech Award Level 1/2 in Sport in September 2023 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.  
40% of the work on this course will be assessed through a written 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%)



# BTEC TECH AWARD LEVEL 1/2 IN HEALTH & SOCIAL CARE

**Number of Periods:**

5

**Optional**

**Qualifications:**

Technical Award

## 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.





# ENTRY LEVEL CERTIFICATE IN GEOGRAPHY

**120 hours total study time**

**Optional**

**Qualifications:**  
Entry Level Certificate (by invitation only)

## About the Course:

The Entry Level qualification in Geography aims to encourage learners to think like geographers through an enquiry approach to contemporary topics of study.

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.

## Coursework Requirements:

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.

## 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



# ENTRY LEVEL CERTIFICATE IN HISTORY

**120 hours total study time**

**Optional**

**Qualifications:**  
Entry Level Certificate (by invitation only)

## 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.

## Coursework Requirements:

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





# RESEARCHING YOUR CAREER PATHWAYS/IDEAS



The websites listed below will offer further information of post 16 courses and pathways.

## **Colleges**

Cheshire College South & West, Crewe [www.ccsw.ac.uk](http://www.ccsw.ac.uk)

Reaseheath College, Nantwich [www.reaseheath.ac.uk](http://www.reaseheath.ac.uk)

Mid Cheshire College, Hartford/Winsford [www.midches.ac.uk](http://www.midches.ac.uk)

## **Sixth Forms**

Brine Leas Sixth Form, Nantwich [www.bl6.org.uk](http://www.bl6.org.uk)

Malbank Sixth Form, Nantwich [www.malbank.com](http://www.malbank.com)

Sandbach Sixth Form College, Sandbach [www.sandbachhigh.co.uk](http://www.sandbachhigh.co.uk)

Sandbach School Sixth Form, Sandbach [www.sandbachschool.org](http://www.sandbachschool.org)

Alsager School, Sixth Form, Alsager <https://www.alsagerschool.org/alsager-6th-form/>

Sir John Deane's Sixth Form, Northwich [www.sjd.ac.uk](http://www.sjd.ac.uk)

## **Apprenticeships**

Find an apprenticeship [www.gov.uk/apply-apprenticeship](http://www.gov.uk/apply-apprenticeship)

**National Careers Service** [www.nationalcareers.service.gov.uk/explore-your-education-and-training-choices/apprenticeship](http://www.nationalcareers.service.gov.uk/explore-your-education-and-training-choices/apprenticeship)

Total People, Crewe [www.totalpeople.co.uk/apprenticeships/locations/crewe/](http://www.totalpeople.co.uk/apprenticeships/locations/crewe/)

Cheshire College South & West <https://www.ccsw.ac.uk/apprenticeships/>

Reaseheath College <https://www.reaseheath.ac.uk/apprenticeships/>

## **Public Services & Armed Forces**

Cheshire Fire Service [www.cheshirefire.gov.uk/jobs/wholetime-firefighter-recruitment](http://www.cheshirefire.gov.uk/jobs/wholetime-firefighter-recruitment)

Cheshire Police Service [www.cheshire.police.uk/police-forces/cheshire-constabulary/areas/cheshire/careers/careers/](http://www.cheshire.police.uk/police-forces/cheshire-constabulary/areas/cheshire/careers/careers/)

NHS. Step into The NHS <https://www.stepintothens.nhs.uk/>

Royal Air Force <https://recruitment.raf.mod.uk/>

British Army <https://apply.army.mod.uk/roles>

Royal Navy <https://www.royalnavy.mod.uk/careers>

## **Higher Education**

For those students considering going on to Higher Education/University the following websites provide some valuable information:

<https://www.whatuni.com> Information and university comparisons.

<https://russellgroup.ac.uk/> Information on the 24 leading UK universities.

<https://digital.ucas.com/search> Allows you to research and compare courses and entry requirements.

<https://www.informedchoices.ac.uk/> Helping you choose the right A Levels for university.

# CAREERS GUIDANCE AND INFORMATION

The websites below should be helpful in answering these two questions:

- Where can I find out more about different jobs and careers?
- Where can I find information about the qualifications and skills that I might need for the jobs and careers I am interested in?
- You can also speak to Ms Webster our school Careers Advisor

The logo for Career Pilot, featuring the word "Career" in blue and "pilot" in green, with a small green airplane icon above the 'i' in pilot.

<https://www.careerpilot.org.uk/>

All the information and tools you need to explore your future career

The UCAS logo, with "UCAS" in a bold, sans-serif font. The "A" is stylized with a red triangle pointing upwards.

<https://www.ucas.com/further-education>

Course advice for post 16 and University and career options

The logo for Amazing Apprenticeships, featuring a blue starburst graphic above the word "Amazing" in a bold, sans-serif font, and "Apprenticeships" in a smaller, sans-serif font below it.

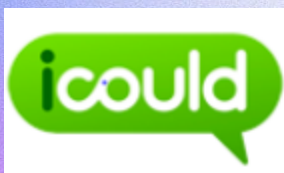
<https://amazingapprenticeships.com/>

We are experts on apprenticeships and vocational education

The LifeSkills logo, with "LifeSkills" in a blue, sans-serif font. Below it, the text "Created with" is followed by the Barclays logo and the word "BARCLAYS" in a blue, sans-serif font.

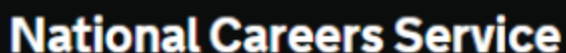
<https://barclayslifeskills.com/>

LifeSkills, created with Barclays, helps young people get the skills and experiences they need to enter the world of work

The iCould logo, featuring the word "iCould" in a white, sans-serif font inside a green speech bubble shape.

<https://icould.com/explore>

Buzz quiz and careers information

The National Careers Service logo, with "National Careers Service" in a white, sans-serif font on a black background.

Explore careers Skills assessment

<https://nationalcareers.service.gov.uk/>

We provide careers information, advice and guidance. We can help you to make decisions on learning, training and work at all stages in your career.

The Prospects logo, with the word "PROSPECTS" in a white, sans-serif font on a dark blue background.

<https://www.prospects.ac.uk/>

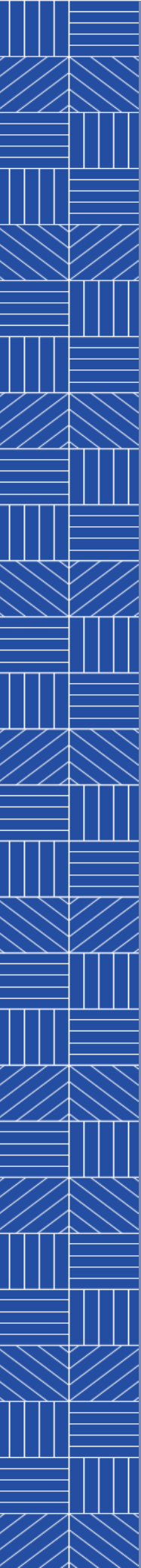
Careers advice and information

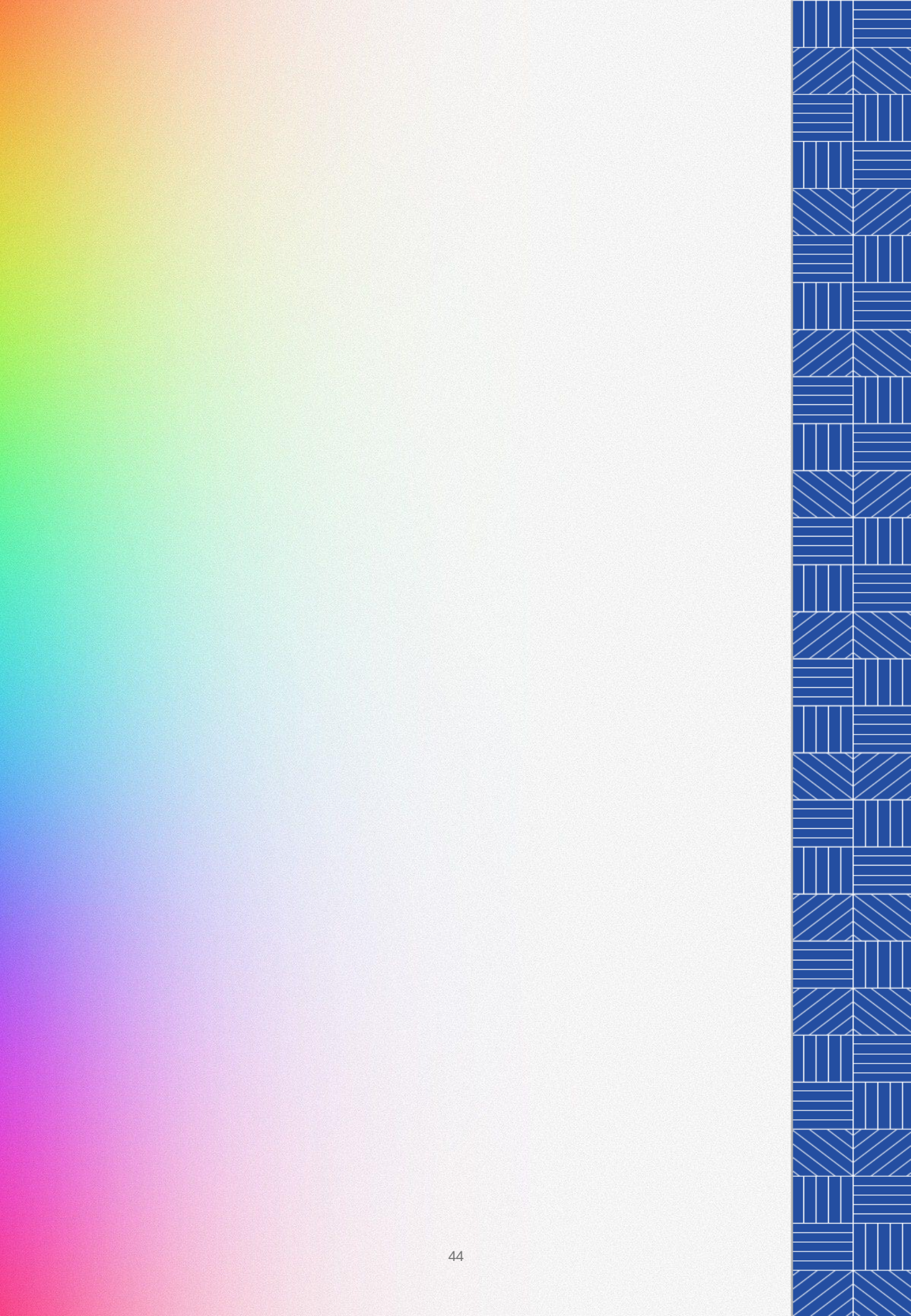
The Indeed logo, with the word "indeed" in a blue, sans-serif font.

<https://uk.indeed.com/>

Job search











English



Maths



Science



Art &  
Technology



Business &  
Computing



Humanities



Modern  
Foreign  
Languages



Performing  
Arts



Physical  
Education



PSHE



Photography



Psychology



Health &  
Social Care



iMedia



Business  
Studies



Introductory  
in Sport  
(BTEC)



Sport  
(BTEC)



Electrical  
Engineering



Statistics

[Our Curriculum | Ruskin Community High School](#)



EST

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1909

Community High School

Learning Together.  
Achieving High Standards