

RANGE HIGH SCHOOL

OPTIONS FOR YEAR 10 2018

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Choices Form

INTRODUCTION

At Range High School we want our pupils to be successful learners who demonstrate their full academic potential, to enjoy their learning and to be well prepared for the next stage of their education.

As pupils move towards the end of Year 9, they are able to make choices about the curriculum they will follow in Years 10 and 11 so that they can be successful and well prepared.

It is important that pupils and families make these choices in the right way, with a full understanding of what is on offer, with the right amount of time to reflect and with a sound rationale for their choices. This booklet aims to give pupils and families information about the curriculum on offer, the choices available to them and the process and key dates the school uses in order for pupils to start Year 10 with confidence and the maximum chance of success.

Year 9 Interim Attainment Card was issued in November which gave information about pupils' performance in each subject. In addition full reports for Year 9 will be issued prior to Parents' Evening on Thursday 22nd February 2018.

Sessions on new subjects were delivered during careers sessions in November. We will continue to work with Year 9 pupils throughout the term and we would encourage parents/carers to discuss their choices before finalising them.

'Year 9 into Year 10 Information Evening' on Monday 29th January 2018 provides information about Key Stage 4 curriculum, the options' process and gives advice on how parents/carers can support their son/daughter to make suitable choices.

Parents Evening on Thursday 22nd February will also give parents/carers the opportunity to talk to their sons/daughters' subject teachers about progress to date and their suitability to study the subject at Key Stage 4.

The most important way in which parents/carers can help their sons/daughters is by taking an active interest in their school work and by discussing future studies and career possibilities. It may be that some pupils will need encouragement to carry on studying subjects which they do not particularly like, but are likely to need in the future.

Please note that in Science there are two routes to suit different learners.

Most pupils choose four options and are guaranteed a place on three, numbers permitting and provided that they receive the necessary references where appropriate. Where pupils have opted for separate sciences, pupils will

choose three rather than four options. There is a limit to the number of choices which any school can offer as a result of government changes, staffing restrictions and availability of accommodation. **In consultation with families and school, some pupils may require an adapted curriculum. If this is the case families will be invited into school to discuss this on an individual basis.**

Schools are encouraged to offer a broad and balanced curriculum at Key Stage 4. The Government now expects that pupils should achieve the English Baccalureate from a suite of subjects which includes Maths, English Language and English Literature, Science, Computer Science, a Modern Foreign Language and Geography or History. It is expected that the overwhelming majority of pupils will study this combination of core academic subjects by 2022.

As a school we have made a decision to introduce the English Baccalureate in stages. Stage 1 for current Year 9 will require all pupils to study either Geography or History to GCSE level. It is still possible to study both Geography ***and*** History through the option process.

We would always recommend that pupils consider their options carefully, electing to study a breadth of subjects which keep as many future career choices open to them as possible.

In addition, pupils should bear in mind subjects in which they are likely to be successful, which they will enjoy learning, and to which they are prepared to make the necessary commitment.

The options' pattern is set out on the tear-off sheet at the back of this booklet. This form should be completed and **returned to form tutors by Friday 2nd March 2018**. After completed forms have been received tutors and Heads of House will speak to pupils in Year 9 about their choice of subjects. We will then work on your sons/daughters' choices and contact pupils and families to discuss any issues that may arise. In the Summer Term Mr Aldridge will write to families to confirm your sons/daughters' curriculum starting September 2018.

ADVICE TO PUPILS

You have a wide selection of optional subjects. Unless you are opting to study separate sciences where you will need to select 3 option subjects with a view to being allocated a place on two of those three subjects you should choose 4 option subjects and you will be allocated a place on 3 of them. Being allocated a place on your chosen option subjects is dependent on numbers and receipt of the necessary references were appropriate.

The choice may be relatively easy for some of you, especially if you know the career you wish to follow and have found out which subjects are required. However, for others, the choice will be more difficult and you will have to think about it very carefully. Your task may be easier if you bear in mind the following points:

- (a) Choose a series of subjects which will give you a ***balanced*** education. This will ensure a wider choice of advanced courses and career opportunities and, even if you are thinking in terms of a particular career now, you may change your mind in the future and regret not having chosen a wider selection of subjects.
- (b) You should be ***realistic*** when making your choice of subjects. It will be a great pity if you do not make the best use of your abilities and it could also be most frustrating if you study subjects which do not suit your particular skills. If you have doubts, you must talk to the teacher of that particular subject.
- (c) Some of the subjects available will be new to you. ***Find out*** more about these subjects by reading this booklet and through further discussion with subject teachers.
- (d) Beware of selecting your subjects ***for the wrong motives***. DO NOT:
 - let your friends decide for you
 - allow yourself to be influenced by your feelings for a particular teacher
 - choose a subject as an easy option (because all subjects require hard work and application)
 - automatically choose the subject in which you get the highest marks.

It is essential that you do not leave out a subject that one day will be very important to you because you have made your choices for the wrong reasons.

- (e) Remember that you are going to study these subjects for the next two years and **it is unlikely that you will be able to make changes** once you have started the course.
- (f) Whichever subjects you choose, your success or failure in the next two years will depend very much on **how hard you are prepared to work**.

ASSESSMENT & EXAMINATIONS

The subjects described in this booklet will lead to external examinations known as the General Certificate of Secondary Education (GCSE).

GCSE results are graded on the scale 9 – 1 under the new system.

The rest of this booklet is devoted to brief descriptions of the various subjects you will study for the next two years. Although every effort will be made to offer courses in all the subjects described, it should be remembered that some changes might have to be made to the optional courses. **It will only be possible to run a course if the staffing, accommodation and pupils are available.**

Every effort has been made to supply accurate information. However, it is possible that some of the details provided may be subject to change.

CORE SUBJECTS

***Please indicate your Core Humanity choice either History or Geography on the form at the back of this booklet**

English

Introduction

English at GCSE is a lively, engaging programme of study which encourages pupils to develop essential and transferable skills in reading, writing and spoken language.

Pupils will work towards two qualifications:

GCSE English language

GCSE English literature

The aims of the course

GCSE English language allows pupils to demonstrate their ability to use English in real life contexts and develop an investigative and analytical approach to language topics, drawing on their personal experience.

GCSE English literature allows pupils to study a wide and varied range of literary texts, past and present, and to develop critical reading skills.

The content of the course

GCSE English language

Pupils will study a range of 19th and 21st century non-fiction and literary texts; creative, persuasive and transactional writing, and Spoken English.

GCSE English literature

Pupils will explore a range of literary texts, including the work of Shakespeare, poetry from 1789-to the present day, and post-1914 prose or drama.

How the course is assessed

GCSE English language

The course is fully linear and assessment is via external examination in the summer examination season 2020. Pupils will sit two written examinations (one of 1 hour 45 minutes and one of 2 hours).

Non-examination assessment in Spoken English is a compulsory element of the qualification. It is assessed by subject teachers (pupils will be required to present an individual presentation or speech), which may be recorded for external verification purposes. Achievement in Spoken English will be reported as part of the qualification but will not form part of the final mark or grade.

GCSE English literature

The course is fully linear and assessment is via external examination in the summer examination season 2020. Pupils will sit two written examinations (one of 2 hours and one of 2 hours and 30 minutes).

What the qualification could lead to

A qualification in GCSE English language is required for entry into most sixth form and college courses. It is also a prerequisite for many forms of employment. At advanced level, there is a variety of courses available for further study of English language and English literature and many of our pupils have gone on to read for degrees in these subjects. A qualification in English literature could also lead to further study in English and other curriculum subjects, as it develops valuable and highly transferable critical and analytical skills.

Who should pupils see if they have questions

Please ask your English teacher in the first instance. Should you require further guidance, please see Dr Mornington (Head of English Faculty).

Mathematics

Introduction

Mathematics is an essential part of a good education and the course aims to develop mathematical knowledge in a manner which encourages confidence and gives satisfaction and enjoyment, whilst providing the opportunity to obtain a worthwhile qualification which may be necessary for a variety of careers.

The subject is compulsory for all pupils in Years 7 to 11.

The aims of the course

The aims of the course are to enable candidates to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context
- recall, select and apply mathematical formulae.

The content of the course

Candidates are expected to demonstrate their ability to:

AO1 Use and apply standard techniques.

AO2 Reason, interpret and communicate mathematically.

AO3 Solve problems within mathematics and in other contexts.

How the course is assessed

The scheme of assessment consists of **two** tiers: Foundation Tier and Higher Tier. Foundation Tier assesses Grades 1 to 5, and Higher Tier assesses Grades 4 to 9. Candidates will be entered for either the Foundation Tier or the Higher Tier.

Assessment of the course is by three examination papers taken at the end of Year 11. Each exam is 1 hour 30 minutes in length.

What the qualification could lead to

GCSE qualifications are general qualifications that enable candidates to progress either directly to employment, or to proceed to further courses.

Additional information

Mathematics has great relevance in the real world because essentially it deals with problem solving. In adult life, changes of techniques, changes of emphasis and entirely new jobs mean that there will always be problems to solve. The Mathematics course also aims to train pupils to look for vital features, to follow lines of reasoning and to see patterns and similarities in different situations.

Who should pupils see if they have questions

Their own Maths teacher or Miss Ellison (Head of Maths Faculty) or Mr Brown (Assistant Head of Maths Faculty).

Science

Introduction

Few people would deny the importance of science education in the school curriculum. Most would regard it as an essential part of the education of all young people growing up in the increasingly complex and technological modern world. Science at Range deals, not only, with facts and theories, but develops concepts, skills, processes and attitudes to give pupils an understanding of the vital role of Science in the real world.

The aims of the course

We aim to provide an engaging and challenging science curriculum for all. This will lead to pupils being able to confidently demonstrate and apply their knowledge and understanding of scientific ideas, scientific techniques and procedures. They will also be able to analyse information and ideas to interpret and evaluate, make judgments and draw conclusions. A vital part of the curriculum will be practical work, giving pupils the opportunity to plan and carry out experiments that will develop their technical, team work and observational skills.

All pupils follow courses in all three sciences.

Pathway A

Pupils spend 20% of their curriculum time in Science. This will lead to a double award **GCSE Combined Science** qualification.

Pathway B

Pupils spend 30% of their curriculum time in Science. This will lead to three Science qualifications, **Biology GCSE, Chemistry GCSE and Physics GCSE.**

Pupils must be consistently achieving extending or excellence and be recommended by their class teacher.

The content of the course

Biology

Biology is the scientific study of living organisms. The course is designed to stimulate and maintain the interest of pupils by relating many of the topics to everyday life. In addition, it should develop their understanding of the technological and environmental applications of science, and the economic and ethical implications of these.

The course topics include:

Cell biology

Genetics

Natural selection and genetic modification

Health, disease and the development of medicines

Plant structures and their functions

Animal coordination, control and homeostasis

Exchange and transport in animals

Ecosystems and material cycles

Chemistry

The course aims to stimulate pupils and create and sustain their interest in, and enjoyment of, Chemistry.

The course topics include :

Atomic Structure and the periodic table

Properties of materials

Chemistry of the Atmosphere

Quantitative chemistry

Organic chemistry

Chemical change

Using resources

Energy changes

Physics

Physics is the study of the fundamental questions How? And Why? It is the key to understanding the world around us and beyond us, from the smallest particle to the largest galaxies. Physics inspires and challenges the imagination leading to great discoveries and technologies which have changed all our lives.

The course topics include:

Forces

Energy

Magnetism and Electromagnetism

Waves

Electricity

Particle model of matter

How the course is assessed

All GCSE science courses will be terminally assessed.

All qualifications contain required practical work to be carried out throughout the course. Each terminal exam will contain questions assessing practical competencies, these are worth 15 % of the total marks.

What the qualification could lead to

Biologists are employed as research scientists, technicians, teachers and specialist sales people. A biological qualification would be particularly relevant to those considering careers in medicine, dentistry, pharmacy, physiotherapy, nursing, dietetics, veterinary work, forensic science, nature conservation, the

food industry, agriculture, horticulture and forestry. There are a growing number of employment opportunities in the fields of biochemistry, microbiology, biotechnology, environmental monitoring and genetic engineering.

Chemistry opens the door to many careers. It is sometimes referred to as 'the central Science' as it lies between Biology and Physics. A knowledge of Chemistry is essential for most scientific disciplines, particularly medicine, pharmacy, dentistry and veterinary science.

A Physics qualification is very useful for pupils wishing to embark on a wide range of pathways: including engineering, medical, scientific and mathematical careers.

Who should pupils see if they have questions

Pupils can, in the first instance, approach their current Science teachers. For more details please contact:

Ms Nibhan (Head of Physics and Head of Science Faculty)

Dr Rennison (Curriculum Area Leader Biology)

Mrs McGregor (Curriculum Area Leader Chemistry)

Please note that some pupils may study for a qualification other than GCSE

Geography

Introduction

“Geography can take you places”

It is a top quality academic subject which opens many doors. Geography is a subject that teaches pupils a wide-range of useful skills for the future. Employers value the wide-ranging computer, research, and analytical skills that Geography pupils bring to work as employees.

- Geography will help you: develop a knowledge and understanding of current events from the local area to the global.
- Investigate the earth and its peoples.
- Study the features of the earth – such as mountains, rivers and seas – and how they were formed.
- Develop a range of useful skills such as map reading, data collection, ICT and problem solving.
- Gain an understanding and appreciation of the cultures and backgrounds of people from all over the world.

What the qualification could lead to

Geography is an extremely useful subject in many ways – as a preparation for the world of work and further education or simply as an enjoyable, interesting subject.

A geographical education helps you to develop knowledge and skills particularly useful for careers in: Travel & Tourism; Planning; Estate Agency Work; Research; The Media; Banking & Finance; The Law; The Armed Forces; Environmental Agencies; Business & Marketing; Management; Architecture; Publishing; Digital Mapping & Surveying; Weather Forecasting; and Outdoor Activities.

Geographers are very employable in the 21st Century.

The content of the course

This is the AQA Syllabus A and you can see further information at:-
<http://www.aqa.org.uk/subjects/geography/gcse>

Unit 1 Living with the Physical Environment

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK

Unit 2 Challenges of Human Environment

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

Unit 3 Geographical Skills and applications

- Issue evaluation
- Fieldwork

How the course is assessed

Unit 1: Living with the Physical Environment – Written Paper – 1 hour 30mins – 88 marks – 35%

Unit 2: Challenges of Human Environment – Written Paper – 1 hour 30mins – 88 marks – 35%

Unit 3: Geographical Skills – Written Paper – 1 hour 15 mins – 76 marks – 30%

Additional information

- There is no coursework – the qualification is 100% exam based.
- Mathematical skills are required in this course.
- Each paper contains 2 short essay questions worth 9 marks that require students to write between a side and a side and a half.
- Strong grades in both English and Mathematics at Key Stage 3 will be an advantage in GCSE Geography.

History

Introduction

History is a fascinating subject to study as well as very useful as a qualification for the workplace. History is the study of people and events, involving lots of amazing stories about human beings and what makes them act as they do. It enables us to make sense of the present by developing our understanding of the past. History helps us to understand our place as citizens in the modern world.

The Council of Europe believes that historical awareness should be an essential part of the education of all young people.

The aims of the course

The aims of the course are to encourage pupils to:

- Acquire knowledge and understanding of periods and/or aspects of History, exploring the significance of historical events, people, changes and issues
- Use historical sources critically in their context, recording significant information and reaching conclusions
- Develop understanding of how the past has been represented and interpreted
- Organise and communicate their knowledge and understanding of History
- Draw conclusions and appreciate that historical judgements are liable to reassessment in the light of new or reinterpreted evidence.

The content of the course

Paper 1 Thematic Study and historic environment

Crime and Punishment in Britain c1000 to the present and Whitechapel c1870-c1900: crime, policing and the inner city

The nature and changing definitions of criminal activity, including;

- Crimes against the person.
- Changing definitions of crime due to the Norman Conquest.
- New crimes in the sixteenth century such as witchcraft and vagabondage.
- The Gunpowder Plot of 1605.
- Continuity and change in crimes against the person, property and smuggling.
- Changing definitions of crime leading to the ending of witchcraft as a crime and the treatment of the Tolpuddle Martyrs.
- Changing definitions of crime in modern Britain including driving offences, race crime and drug crimes.

The nature of law enforcement and punishment, including;

- Law enforcement in Anglo– Saxon, Norman and medieval England.
- The emphasis on deterrence and retribution during these periods.
- The influence of the Church on crime and punishment in the early thirteenth century.
- The role of local authorities in law enforcement – the use of corporal and capital punishment, including the Bloody Code.
- The development of police forces and the beginning of CID.
- The ending of transportation, capital punishment and the work of prison reformers such as Elizabeth Fry.
- The abolition of the death penalty and changes to the nature of punishment such as non-custodial sentences.

The historic environment – Whitechapel

- The significance of Whitechapel as an inner city area of poverty, discontent and crime.
- The growth of socialism and anarchism in Whitechapel
- Policing in the area.
- The crimes of Jack the Ripper.
- The development of the Metropolitan Police and CID.

Paper 2 Period Study and British Depth Study

Anglo Saxon and Norman England c1060-1088

- Anglo- Saxon society – monarchy and government and the influence of the Church.
- Edward the Confessor and the Succession crisis.
- Rival claimants for the throne.
- The Norman invasion.
- Establishing Norman control 1066-1087.
- Anglo- Saxon resistance 1068-1071.
- Revolt of the Earls, 1075.
- The Feudal system and the Church.
- Norman government and the aristocracy.
- William and his sons.

Superpower Relations and the Cold War 1941-1991

- Early tension between East and West – Yalta and Potsdam conferences in 1945, ideological divisions.
- The development of the Cold war – the impact of the Truman Doctrine.
- Marshall Aid, NATO and the Berlin Blockade and Airlift 1948-1949
- Increased tension between East and West – the Cuban Missile Crisis 1962 and Czechoslovakia, 1968.
- Attempts to reduce tension – Détente in the 1970s, SALT 1 and SALT 2, the significance of Reagan and Gorbachev’s new approach.

- Flashpoints- the Soviet invasion of Afghanistan 1979, the Carter Doctrine and the Olympic boycotts, Reagan and the Strategic Defence Initiative.
- The collapse of Soviet control of Eastern Europe – the loosening of the Soviet grip, the significance of the fall of the Berlin Wall, the collapse of the Soviet Union and the end of the Warsaw Pact.

Paper 3 Modern Depth Study

The USA 1954-1975; conflict at home and abroad

The Civil Rights Movement

- The position of black Americans in the 1950s – segregation and the work of the Civil Rights movement.
- Progress in education – landmark legal cases.
- The Montgomery Bus Boycott and its impact 1955–1960 – the significance of Martin Luther King, Rosa Parks and the Civil Rights Act 1957.
- Opposition to Civil Rights – the Ku Klux Klan, the murder of Emmett Till 1955, White Citizens Councils, the Dixiecrats in the South.
- Progress 1960–1975 – the Freedom Riders and the James Meredith case.
- MLK and the peace marches of 1963 in Birmingham, Alabama and Washington, the Freedom Summer, the role of Kennedy and Johnson in the passing of the Civil Rights Act 1964, the Voting Rights Act 1965.
- Radicalism 1963–1970 – Malcolm X and the Black Power movement, the significance of Stokely Carmichael and the 1968 Mexico Olympics, the Black Panthers.
- Civil Rights 1965–1975 – riots in cities, MLKs campaign in the North and the impact of his assassination.

US involvement in Vietnam 1954-1975

- Reasons for US involvement in Vietnam – the end of French rule, the Domino theory, increased American intervention.
- Escalation of the conflict under Johnson – the Vietcong threat and the Gulf of Tonkin incident 1964.
- The nature of the conflict in Vietnam – guerrilla tactics by the Vietcong and American use of chemical weapons.
- Changes under Nixon – the failure of Vietnamisation, the Nixon Doctrine and the withdrawal of troops, attacks on Cambodia and Laos.
- Opposition to the war – reasons for opposition including the student movement and the My Lai massacre, 1968.
- The peace process and the end of the war – peace talks 1972-1973, the economic and human cost of the war to the United States.
- Reasons for US failure in Vietnam – Vietcong and American tactics, the impact of opposition to the war in the US.

How the course is assessed

Paper 1 : Written examination 1 hour and 15 minutes ~ British Thematic Study with Historic Environment.

30% of the qualification

Paper 2 : Written examination 1 hour and 45 minutes ~ Period Study and British Depth Study.

40% of the qualification

Paper 3 : Written examination 1 hour and 20 minutes ~ Modern Depth Study.

30% of the qualification

What the qualification could lead to

History is a good qualification for a wide range of jobs and careers. These include the legal profession, accountancy, work in the media, alongside many other occupations.

Historical skills of enquiry and analysis develop transferable skills that employers are looking for, no matter what job you do in the future. They will know that with a History qualification, you are able to communicate clearly and concisely, and have learned to articulate ideas verbally and in written form. You will also be able to read information carefully and work out what are the key points.

Additional information

You will be given lots of structured support throughout the course. The History team works closely together to help maximise your chances of reaching your target grade. Support given includes the following:

- GCSE revision programmes explaining how to understand exam questions and score high marks on exam questions.
- For every topic you study in class, revision notes explaining the main issues.
- Extensive revision lessons to help you brush up on and perfect your exam skills.
- A wide range of practice questions so you can see proof of your progress moving forward.
- Extra help outside lessons if you want or need it.
- A wide range of resources to help you learn effectively.
- Study skills advice on how to revise in a way that suits you and gets results.

Who should pupils see if they have questions

The History team will be very glad to answer any questions you have about the subject. If there is anything you would like to know, please see your History teacher, who will be pleased to give further information about topics studied if requested.

We believe the curriculum offered in GCSE History provides broad based coverage of a range of topics across the twentieth century. GCSE History is a valuable qualification in its own right, or can serve as an excellent basis for further study at Advanced level.

Mr Kearney (Curriculum Area Leader for History)

Physical Education

Throughout Key Stage 3, pupils have followed a broad and balanced curriculum including activities in games, gymnastics, dance, athletics and O.A.A. (Outdoor and Adventurous Activities). They have been given the opportunity to experience a range of different roles, such as performer, official and leader, within their Physical Education lessons. In Year 9 pupils are also given the opportunity to undertake a leadership qualification in either netball, football or basketball.

In Years 10 and 11, during the winter terms, pupils will continue to follow a programme of outdoor games, (including football, hockey, netball, rugby) indoor games, (including basketball, badminton, volleyball, table tennis) various fitness activities and trampolining. Year 10 girls also have the opportunity to take part in a course of self defence, Pilates or Zumba. During the summer term pupils will have the opportunity to participate in athletics, tennis, cricket and rounders/softball. In addition to this pupils will be introduced to the **Sports Education** programme in Year 10 and an **options system** in Year 11. Both initiatives aim to give pupils greater responsibility for their learning and further increase the range of activities offered. Year 10 pupils will also have the opportunity to complete the Sports Leaders award. This award provides the ideal starting point for pupils wishing to develop generic leadership skills as well as contributing to the personal development of each pupil.

It is hoped that this wide range of activities will encourage every pupil to develop an interest in an activity that s/he may pursue after leaving school. Throughout Key Stage 4, pupils will be made aware of the importance of maintaining a high standard of health and fitness to ensure physical well-being later in life.

REAP (Religion, Ethics and Philosophy)

Introduction

This course has been developed in conjunction with Edge Hill University and will be accredited by them. The course is designed to draw upon the pupils' understanding of the major religions studied at KS3. It will explore issues through a religious context concentrating on developing the pupils' own sense of personal responsibility.

The aims of the course

- a) to develop and deepen the pupils' knowledge and understanding of the way religion deals with issues of morality
- b) to develop their own personal beliefs and morality
- c) to consider the example of religious adherents
- d) to develop personal and social skills
- e) to develop skills in thinking, discussing and evaluating

This course will give pupils the opportunity to think through moral and ethical issues which are relevant to everyday life.

The content of the course

- Moral dilemmas – the value of human life.
- Religion and Prejudice – stereotyping, discrimination, racism, Islamophobia, community cohesion.
- Peace and Justice – war, pacifism, capital punishment, social injustice.
- Medical ethics – abortion, IVF, cloning, euthanasia.

How the course is assessed

At the end of the course pupils will receive a graded certificate:

- a) Distinction
- b) Merit
- c) Pass
- d) Fail

Pupils submit 3 pieces of assessed work and an overall grade will be allocated by the department.

PSHE (Personal, Social, Health Education & Citizenship)

At Range High School, we like to think that pupils learn about themselves and the world around them, how they relate to their peer group and to adults in a variety of ways – through tutor group time, in House activities, in assemblies, through general curriculum and just because it is all part of the fabric and ethos of the school from day to day.

In addition to all these methods, we cover many issues in more depth in our extended tutor time, where pupils also develop their knowledge and skills in regards to careers education. Overall we aim to promote the spiritual, moral, social, and cultural development of our pupils and to prepare them for the opportunities and experiences of adult life. Below is a breakdown of the two areas that are covered:

Citizenship

Citizenship helps young people to develop the knowledge, skills and conviction to play an effective role in their local, national and global communities. By critically examining issues related to democracy, social justice, human rights and identity & diversity from a range of perspectives, pupils learn to form their own opinion, speak out and take action on issues important to them.

PSHE

PSHE education equips children and young people at Range with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. PSHE education also enables our children to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they will encounter now and in the future.

OPTIONAL SUBJECTS

Design and Technology

Please read the information at the end of this section carefully

There are two areas of study within Design & Technology:

- **AQA GCSE: Design & Technology**
- **NCFE Level 2 Certificate in Creative Studies**

Introduction

Design and Technology prepares pupils to participate in tomorrow's rapidly changing technologies, learning to **think creatively**.

The subject calls for pupils to become **problem solvers**, both as individuals and in groups – looking for needs, wants and opportunities and responding to them by developing a range of **ideas** and **making products** and **systems**.

Manufacturing skills are combined with an understanding of aesthetics (image), social and environmental issues, function, and **industrial practices**.

Through D&T, all pupils can become discriminating and informed users of products, and become **innovators**.

GCSE Design & Technology

The aims of the course

- To develop thinking skills to suggest creative solutions to problems.
- To develop organisational, planning and time management skills.
- To develop skills in using tools, equipment and ICT to make quality prototype products.
- To develop skills and awareness in modern manufacturing techniques including Computer Aided Design and Computer Aided Manufacture (CAD/CAM).
- To develop practical skills and knowledge for day to day use in the home and to help make decisions when purchasing products.

The content of the course

The subject is split into three principal areas and is assessed in both the exam and non-exam assessment (Coursework):

1. Core Technical principles:
 - Pupils will learn about a wide range of materials, systems and technologies that are used to solve design and engineering problems.
2. Specialist technical principles*:
 - Pupils will develop a more in-depth knowledge of selecting and working with materials.
3. Designing and making principles*:
 - Pupils will understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use, for example, the home, school, work or leisure.

*For 2 & 3 Pupils can select from three specialist areas to match their particular interests:

- Electronic and Programmable Products
- Graphic Products
- Resistant Materials (Woods, Metals and Plastics)

How the course is assessed

Non-Exam Assessment (Coursework) (**100 marks = 50% of the GCSE**)

A written examination (**100 marks = 50% of the GCSE**).

Level 2 Certificate in Creative Studies

The aims of the course

The objectives of this qualification are to help learners to:

- use raw materials, tools and equipment in a safe and competent manner
- develop analytical and research skills
- evaluate their own work, develop ideas and learning through the manufacturing process
- develop an understanding of health and safety considerations in the manufacturing environment
- develop an overview of enterprise skills and characteristics present in successful enterprising individuals
- develop communication skills through a range of media.

Throughout the delivery of this qualification, the following core areas and transferable skills should be evident:

- the ability to identify hazards and risks and apply safe working practices
- skills in planning
- skills in the use of wood, metal, plastic and programmable circuits
- development of social and moral skills, with an emphasis on environment and sustainable issues
- the ability to combine skills with knowledge and understanding to design quality products
- the ability to investigate enterprising opportunities
- development of positive attitudes towards working as a team and co-operation
- to manage resources appropriately and efficiently
- to manage resources with regard to personal safety and safety of others

The content of the course

Unit 01 Exploring craft and enterprise skills (Internally Assessed)

At this level, learners will already have developed basic skills and knowledge of materials and techniques. Learners will extend their understanding of how to exploit the strengths and weaknesses of materials and resources according to their ideas

and intentions. They will develop techniques to use the materials and resources appropriately and will observe health and safety procedures. Learners will also identify and explore enterprising project opportunities, selecting one to develop further. The unit encourages learners to reflect on their own enterprise skills and to relate them to their own career progression.

Unit 02 Research and develop design ideas for product (Internally Assessed)

Learners will draw ideas from a range of sources to explore possible ways forward and will develop them creatively to achieve their intended outcome(s). Learners will record significant points of development in their product and will reflect on what they have done, making appropriate modifications in response to circumstances and feedback from teachers and peers. Learners will follow health and safety procedures when developing and adapting ideas

Unit 03 Respond to a brief (Externally Assessed)

Learners will use the information from a range of sources they research to inform their ideas in response to a given design brief. Learners will use visual techniques to present their final idea together with a costed project plan.

Unit 04 Produce final product (Internally Assessed)

Learners will prepare and produce final product(s) following health and safety procedures. Learners will demonstrate a level of skill when using materials and techniques and will set and adhere to their own targets for production. Learners will evaluate what they have learnt through the whole craft process and how their final item(s) portrays their original ideas and intentions. Learners will reflect on their own technical skills.

How the course is assessed

Unit 01 Exploring craft and enterprise skills (Internally Assessed) 25%

Unit 02 Research and develop design ideas for product (Internally Assessed) 25%

Unit 03 Respond to a brief (Externally Assessed) 25%

Unit 04 Produce final product (Internally Assessed) 25%

The external assessment for this qualification consists of both a preparatory period (15 hours) as well as a timed period (15 hours).

Grading is as follows:

Level 2 Pass, Merit, Distinction and Distinction* (P/M/D/D*) eg:

- Level 2 Distinction* = GCSE Grade 8/9 (Old Grade A*)
- Level 2 Pass = GCSE Grade 4/5 (Old Grade C)

What both D&T qualifications could lead to

'A' level D&T – Product Design

Design, Manufacturing & Engineering Apprenticeships

Design, Manufacturing & Engineering related Degree Courses

D&T opens the door to a wide range of careers in the creative, engineering and manufacturing industries. It is also excellent preparation for careers in many other fields e.g. medicine, law and computer science.

Whatever career is chosen, the knowledge and skills learned, particularly those

concerned with rapidly developing technologies, will be extremely valuable. Additional skills developed, such as teamwork and time management are highly prized by employers.

Related careers include:

Product Design • Architecture • Landscape Design • Electronic Engineering • Automotive Engineering • Aerospace Engineering • Mechanical Engineering • Civil & Structural Engineering • CAD/CAM Specialist • Buildings Technician • Graphic Design • Designer Crafts People • Sign Writing • Cabinet Making • Building Industry • Packaging Design • Electrical Engineering & Installation • Boat Design & Building • Industrial Machinery Operation and Maintenance

Additional information

Apart from the careers above, the all-round thinking, problem solving and planning skills involved in Design and Technology could be a good addition to those who wish to go into **management** or careers involving **innovative thinking**.

Who should pupils see if they have questions

Mr Mace (Head of Design Technology Faculty), Mr Leddy or Mr Smith

Design and Technology can be over-subscribed. If this is the case, pupils will be required to demonstrate interest in the subject including, for example, portfolio evidence and commitment to attend extra-curricular sessions. References will also be provided by subject and pastoral staff, as appropriate.

Please note that Design Technology staff may wish to discuss your choice of Design Technology course further

Children's Learning and Development

New Level 1/2 Technical Award

*This vocational qualification fulfils entry requirements for academic and vocational study post-16, and will count as **equivalent to one GCSE***

Introduction

This is a popular and enjoyable option for both boys and girls.

The aims and content of the course

This course offers the opportunity to gain understanding of the many aspects of having and caring for, babies and young children.

The Technical Award in Children's Learning and Development will give learners the opportunity to study children aged 0 to 10 years, developing an understanding of:

- growth and development
- communication and language developments
- learning and play
- education provision (until end of KS2)
- child health and safety
- the role of professionals and voluntary organisations.

How the course is assessed

Controlled assessments (60%) and a written examination (40%).

There are two controlled assessments:-

- A Research Task, undertaken in Year 10 and worth 30% of the GCSE
- A Child Study, undertaken in Year 11 and worth 30% of the GCSE

The Child Study is demanding and includes:

Learners working with a child aged up to 10 years old over a period of 4-6 months. During this time the learner will:

- carry out and evaluate appropriate research
- use research to select, plan and justify activities which will enable them to observe physical, intellectual and cognitive, emotional and social, communication and language development
- carry out observations of a child to assess their development
- record observations
- analyse and evaluate observations, recognising change and progression in development and comparing against development milestones.

What the qualification could lead to

A qualification in Children's Learning and Development is valued for prospective nursery nurses, care assistants, paramedics and teachers.

Who should pupils see if they have questions

Mrs Trill (Assistant Head of Design and Technology Faculty)

Food Preparation and Nutrition

Introduction

All pupils have studied Food Technology for the equivalent of 6 terms during Key Stage 3. GCSE reform has meant that the Food Technology Specification has been replaced by a new GCSE, Food Preparation and Nutrition.

The aims of the Course

This new subject provides opportunity for an exciting and creative course which ensures pupils develop a thorough understanding of practical skills and cooking, nutrition, food provenance and the working characteristics of food.

The content of the course

There are 5 core topics. Pupils learn about them through cookery and theory lessons and homework including research tasks.

The five core topics are :-

- **Food nutrition and health.** Pupils will develop an understanding of the relationship between diet and our long term health and how food can be changed and improved.
- **Food science.** Pupils will explore what happens to ingredients when we cook them and the changes that different methods of cooking bring about.
- **Food safety.** Pupils continue to develop safe cooking skills and understand food safety considerations when preparing and storing food so the food produced is safe to eat.
- **Food choice.** Pupils will look at the food choices people have and make, not only for health, but the global environment.
- **Food provenance.** Pupils consider where our food comes from and how it is produced.

How the course is assessed

50% of the course marks are through non examination assessment (NEA) and 50% examination.

The NEA is made up of a Food Investigation Task (15%) which is completed towards the end of Year 10 and a Food Preparation Task (35%) undertaken in Year 11.

Food Investigation Task

This is a practical task investigating food e.g. '*to investigate the fats to use in pastry making*'.

The work includes practical work and a concise report about the investigation/experiment. The report should be between 1500 and 2000 words.

Food Preparation Task

This task is marked out of 70. 48 marks for practical work and supported by a concise folder of work no more than 15 pages of A4.

The making task is structured as follows: pupils will choose to make for a life stage e.g. making suitable meals for teenagers, a specialist dietary group e.g. vegetarians, or culinary traditions. Pupils will trial and modify suitable dishes to improve the sensory or nutritional qualities. Pupils will make 3 dishes in a 3 hour practical examination.

The written Examination

This represents 50% of the terminal examination and is marked out of 100. It is made up of 20 multiple choice questions and then five larger questions with sub questions on topics learnt over the two years of study.

What the qualification could lead to

A level

A relevant degree in Home Economics, Food Science

Additional Information

Pupils will be expected to provide food for most of their practical sessions with the exception of some experimental or investigative work.

You should consider taking this course if :

- You enjoy working with food and making food products.
- You are interested in a career in the food industry.
- You want a change from some of your other lessons by having the opportunity to do practical work.
- You want to widen your academic results to reflect practical skills and abilities.

Who should pupils see if they have questions

Mrs Trill (Assistant Head of Design Technology Faculty)

Media Studies

Introduction

Every day we all experience hundreds of media messages. From bus shelters to digital television channels; magazines to websites, the media becomes ever more unavoidable and so plays an increasingly important part in all our lives. Often what we see on a daily basis is meant to not only entice us to buy things but it should also support our society's beliefs and often promote a point of view on how we live our lives. GCSE Media Studies gives pupils the opportunity to investigate how the media influences its audience and how media changes and shifts in relation to the society it belongs to. In short you will be able to go some way to answering the following questions: How did Brexit happen and Why was it such a shock?

The aims of the course

Pupils should learn to understand the media in five theoretical frameworks:

Language – How does the media use techniques such as colour, layout, camera positioning, body language and editing to communicate with the audience?

Representation – How are certain people or groups of people portrayed in the media? Is this portrayal fair/accurate/balanced? How has this representation changed over time?

Industries – Who owns the companies which produce the media organised and how does this affect the media they produce?

Audience – How does the media ensure it targets and appeals to the appropriate audience? In what ways could the audience respond?

Contextualisation – How does the time period, society, geographical location or institution in which a media product is made change its meaning? Can we say that some media texts are more important than others just because of when they were made?

The content of the course

The course will allow you to explore all areas of the media from Radio to Film, from Newspapers to Television and everything in between. Throughout your study of the media you will explore both historical and contemporary texts; giving you an insight into how the media has changed in terms of how they represent certain groups in society and how the industries operate. Both examination components will include case studies which will allow you to explore all five elements of the theoretical framework. For component one you will complete a case study in the film, radio, gaming and newspaper industries. For component two you will complete two case studies one in either TV Crime Drama (Luther and The Sweeney) or TV Sitcom (The IT Crowd and Friends). The second case study will be on the Music Industry and you will have the option between: Katy Perry or Taylor Swift for a female artist; Bruno Mars or Pharrell Williams for a male artist and Michael Jackson or Duran Duran for your historical music video.

How the course is assessed

Non Examined Assessment

One project worth 30% of the final mark released at the end of Year 10

Examination 70% :

Component 1: This will focus on the following areas of the media:

- Newspapers
- Advertising and Marketing
- Radio
- Gaming
- Film
- Magazines

Component 2: This will focus on the following areas of the media

- Television case study
- Music Cross Media Study

What the qualification could lead to

Media Studies develops a range of both analytical and creative skills which are complementary to subjects such as English, Art, Drama, History and Business Studies. Media Studies is an increasingly popular subject at Higher and Further Education and there is a wide variety of College and University courses related to the topic. Some of these are very practical, and are designed to lead towards work in the industry. Here at Range we offer A-Level as well as BTEC Media Studies in Years 12 and 13. With the strengthening of the qualification for this year many opportunities in the study of subjects such as law and politics may also arise.

Additional information

The course is one of a small number of GCSE to contain NEA (non-examined assessment) with this in mind it is essential that you are an organised pupil as the brief is only released to you at the end of Year 10. The key skills required for this course are that you are analytical, thoughtful and creative.

The course also gives many opportunities to use a range of digital technologies in producing practical work. For example, in the past year pupils have shot and edited TV title sequences, visited a radio studio to record and edit radio adverts and used Photoshop software to create their own film posters.

Who should pupils see if they have questions

Miss Walsh (Curriculum Area Leader of Media Studies)

Geography

Introduction

“Geography can take you places”

It is a top quality academic subject which opens many doors. Geography is a subject that teaches pupils a wide-range of useful skills for the future. Employers value the wide-ranging computer, research, and analytical skills that Geography pupils bring to work as employees.

- Geography will help you: develop a knowledge and understanding of current events from the local area to the global.
- Investigate the earth and its peoples.
- Study the features of the earth – such as mountains, rivers and seas – and how they were formed.
- Develop a range of useful skills such as map reading, data collection, ICT and problem solving.
- Gain an understanding and appreciation of the cultures and backgrounds of people from all over the world.

What the qualification could lead to

Geography is an extremely useful subject in many ways – as a preparation for the world of work and further education or simply as an enjoyable, interesting subject.

A geographical education helps you to develop knowledge and skills particularly useful for careers in: Travel & Tourism; Planning; Estate Agency Work; Research; The Media; Banking & Finance; The Law; The Armed Forces; Environmental Agencies; Business & Marketing; Management; Architecture; Publishing; Digital Mapping & Surveying; Weather Forecasting; and Outdoor Activities.

Geographers are very employable in the 21st Century.

The content of the course

This is the AQA Syllabus A and you can see further information at:-
<http://www.aqa.org.uk/subjects/geography/gcse>

Unit 1 Living with the Physical Environment

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK

Unit 2 Challenges of Human Environment

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

Unit 3 Geographical Skills and applications

- Issue evaluation
- Fieldwork

How the course is assessed

Unit 1: Living with the Physical Environment – Written Paper – 1 hour 30mins – 88 marks – 35%

Unit 2: Challenges of Human Environment – Written Paper – 1 hour 30mins – 88 marks – 35%

Unit 3: Geographical Skills – Written Paper – 1 hour 15 mins – 76 marks – 30%

Additional information

- There is no coursework – the qualification is 100% exam based.
- Mathematical skills are required in this course.
- Each paper contains 2 short essay questions worth 9 marks that require students to write between a side and a side and a half.
- Strong grades in both English and Mathematics at Key Stage 3 will be an advantage in GCSE Geography.

History

Introduction

History is a fascinating subject to study as well as very useful as a qualification for the workplace. History is the study of people and events, involving lots of amazing stories about human beings and what makes them act as they do. It enables us to make sense of the present by developing our understanding of the past. History helps us to understand our place as citizens in the modern world.

The Council of Europe believes that historical awareness should be an essential part of the education of all young people.

The aims of the course

The aims of the course are to encourage pupils to:

- Acquire knowledge and understanding of periods and/or aspects of History, exploring the significance of historical events, people, changes and issues
- Use historical sources critically in their context, recording significant information and reaching conclusions
- Develop understanding of how the past has been represented and interpreted
- Organise and communicate their knowledge and understanding of History
- Draw conclusions and appreciate that historical judgements are liable to reassessment in the light of new or reinterpreted evidence.

The content of the course

Paper 1 Thematic Study and historic environment

Crime and Punishment in Britain c1000 to the present and Whitechapel c1870-c1900: crime, policing and the inner city

The nature and changing definitions of criminal activity, including;

- Crimes against the person.
- Changing definitions of crime due to the Norman Conquest.
- New crimes in the sixteenth century such as witchcraft and vagabondage.
- The Gunpowder Plot of 1605.
- Continuity and change in crimes against the person, property and smuggling.
- Changing definitions of crime leading to the ending of witchcraft as a crime and the treatment of the Tolpuddle Martyrs.
- Changing definitions of crime in modern Britain including driving offences, race crime and drug crimes.

The nature of law enforcement and punishment, including;

- Law enforcement in Anglo– Saxon, Norman and medieval England.
- The emphasis on deterrence and retribution during these periods.
- The influence of the Church on crime and punishment in the early thirteenth century.
- The role of local authorities in law enforcement – the use of corporal and capital punishment, including the Bloody Code.
- The development of police forces and the beginning of CID.
- The ending of transportation, capital punishment and the work of prison reformers such as Elizabeth Fry.
- The abolition of the death penalty and changes to the nature of punishment such as non-custodial sentences.

The historic environment – Whitechapel

- The significance of Whitechapel as an inner city area of poverty, discontent and crime.
- The growth of socialism and anarchism in Whitechapel
- Policing in the area.
- The crimes of Jack the Ripper.
- The development of the Metropolitan Police and CID.

Paper 2 Period Study and British Depth Study

Anglo Saxon and Norman England c1060-1088

- Anglo- Saxon society – monarchy and government and the influence of the Church.
- Edward the Confessor and the Succession crisis.
- Rival claimants for the throne.
- The Norman invasion.
- Establishing Norman control 1066-1087.
- Anglo- Saxon resistance 1068-1071.
- Revolt of the Earls, 1075.
- The Feudal system and the Church.
- Norman government and the aristocracy.
- William and his sons.

Superpower Relations and the Cold War 1941-1991

- Early tension between East and West – Yalta and Potsdam conferences in 1945, ideological divisions.
- The development of the Cold war – the impact of the Truman Doctrine.
- Marshall Aid, NATO and the Berlin Blockade and Airlift 1948-1949
- Increased tension between East and West – the Cuban Missile Crisis 1962 and Czechoslovakia, 1968.
- Attempts to reduce tension – Détente in the 1970s, SALT 1 and SALT 2, the significance of Reagan and Gorbachev’s new approach.

- Flashpoints- the Soviet invasion of Afghanistan 1979, the Carter Doctrine and the Olympic boycotts, Reagan and the Strategic Defence Initiative.
- The collapse of Soviet control of Eastern Europe – the loosening of the Soviet grip, the significance of the fall of the Berlin Wall, the collapse of the Soviet Union and the end of the Warsaw Pact.

Paper 3 Modern Depth Study

The USA 1954-1975; conflict at home and abroad

The Civil Rights Movement

- The position of black Americans in the 1950s – segregation and the work of the Civil Rights movement.
- Progress in education – landmark legal cases.
- The Montgomery Bus Boycott and its impact 1955–1960 – the significance of Martin Luther King, Rosa Parks and the Civil Rights Act 1957.
- Opposition to Civil Rights – the Ku Klux Klan, the murder of Emmett Till 1955, White Citizens Councils, the Dixiecrats in the South.
- Progress 1960–1975 – the Freedom Riders and the James Meredith case.
- MLK and the peace marches of 1963 in Birmingham, Alabama and Washington, the Freedom Summer, the role of Kennedy and Johnson in the passing of the Civil Rights Act 1964, the Voting Rights Act 1965.
- Radicalism 1963–1970 – Malcolm X and the Black Power movement, the significance of Stokely Carmichael and the 1968 Mexico Olympics, the Black Panthers.
- Civil Rights 1965–1975 – riots in cities, MLKs campaign in the North and the impact of his assassination.

US involvement in Vietnam 1954-1975

- Reasons for US involvement in Vietnam – the end of French rule, the Domino theory, increased American intervention.
- Escalation of the conflict under Johnson – the Vietcong threat and the Gulf of Tonkin incident 1964.
- The nature of the conflict in Vietnam – guerrilla tactics by the Vietcong and American use of chemical weapons.
- Changes under Nixon – the failure of Vietnamisation, the Nixon Doctrine and the withdrawal of troops, attacks on Cambodia and Laos.
- Opposition to the war – reasons for opposition including the student movement and the My Lai massacre, 1968.
- The peace process and the end of the war – peace talks 1972-1973, the economic and human cost of the war to the United States.
- Reasons for US failure in Vietnam – Vietcong and American tactics, the impact of opposition to the war in the US.

How the course is assessed

Paper 1 : Written examination 1 hour and 15 minutes ~ British Thematic Study with Historic Environment.

30% of the qualification

Paper 2 : Written examination 1 hour and 45 minutes ~ Period Study and British Depth Study.

40% of the qualification

Paper 3 : Written examination 1 hour and 20 minutes ~ Modern Depth Study.

30% of the qualification

What the qualification could lead to

History is a good qualification for a wide range of jobs and careers. These include the legal profession, accountancy, work in the media, alongside many other occupations.

Historical skills of enquiry and analysis develop transferable skills that employers are looking for, no matter what job you do in the future. They will know that with a History qualification, you are able to communicate clearly and concisely, and have learned to articulate ideas verbally and in written form. You will also be able to read information carefully and work out what are the key points.

Additional information

You will be given lots of structured support throughout the course. The History team works closely together to help maximise your chances of reaching your target grade. Support given includes the following:

- GCSE revision programmes explaining how to understand exam questions and score high marks on exam questions.
- For every topic you study in class, revision notes explaining the main issues.
- Extensive revision lessons to help you brush up on and perfect your exam skills.
- A wide range of practice questions so you can see proof of your progress moving forward.
- Extra help outside lessons if you want or need it.
- A wide range of resources to help you learn effectively.
- Study skills advice on how to revise in a way that suits you and gets results.

Who should pupils see if they have questions

The History team will be very glad to answer any questions you have about the subject. If there is anything you would like to know, please see your History teacher, who will be pleased to give further information about topics studied if requested.

We believe the curriculum offered in GCSE History provides broad based coverage of a range of topics across the twentieth century. GCSE History is a valuable qualification in its own right, or can serve as an excellent basis for further study at Advanced level.

Mr Kearney (Curriculum Area Leader for History)

Religious Studies

Introduction

Religious Studies is a subject which is highly valued in many professions and occupations. Religious Studies enables you to develop many transferable skills which can be used effectively to enhance other areas of study. It will enable you to develop the skills of clear and logical thinking, critical evaluation, communication, literacy and balanced analysis.

Studying GCSE Religious Studies will help you to:

- understand more about the world
- investigate the religious challenges evident in the world
- deepen your understanding of religions and their effect on society
- become religiously informed and thoughtful, engaged citizens

The Aims of the Course

Religious Studies at GCSE level aims to:

- develop your knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- develop your knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority
- develop your ability to construct well-argued, well-informed, balanced and structured written arguments
- provide you with opportunities to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- challenge you to reflect on and develop your own values, beliefs and attitudes
- contribute to your preparation for adult life in a pluralistic society and global community

The Content of the Course

Component 1 - Religious, Philosophical and Ethical Studies in the Modern World

- Relationships - Equality, relationships and sexual ethics.
- Life and Death – Science, creation, medical ethics and life after death
- Good and Evil – Crime and punishment, Good, evil, suffering and forgiveness.
- Human Rights – Social justice, human rights, prejudice, discrimination, wealth and poverty.

Component 2 - Study of Christianity

- Beliefs and teachings of Christianity – The nature of God and the foundations of faith.
- Practices of Christianity – Worship, celebration and community

Component 3 – Study of a Second World Religion

Candidates will study the beliefs, teachings and practices of **one other** world faith.

How the course is assessed

Assessment is 100% examination.

Component 1: Written paper – 2 hours – 50%

Component 2: Written paper – 1 hour – 25%

Component 3: Written paper – 1 hour – 25%

What the qualification could lead to

Employers hold a GCSE Religious Studies in high regard. Religious Studies graduates move into a variety of careers: law, police, armed forces, travel, advertising, human resources, diplomacy, publishing, journalism, the media, caring professions and teaching. Many go on to do postgraduate study or professional training.

Additional Information

Religious Studies enables you to develop many transferable skills which can be used effectively to enhance other areas of study. GCSE Religious Studies also complements the study of other evaluative subjects such as English, History, Geography, Sociology, Law and Philosophy.

Who should pupils see if they questions?

Mrs Bridge (Curriculum Area Leader for Religious Studies)

Business Studies

Introduction

Business Studies is a popular GCSE choice combining theoretical study with practical application of business theory. Pupils will not have studied the subject in a formal sense prior to Year 10, but they will have been exposed to some of the concepts explored within other subjects and within everyday life. For example, financial concepts such as 'profit' may be familiar to pupils through their studies in mathematics and some of the promotional strategies used by firms are in strong evidence within our everyday environment. Many pupils who study Business GCSE go on to complete Business or Economics A Level or the Level 3 Business BTEC.

The aims of the course

This course aims to introduce pupils to the world of business – both small start-ups and larger established firms. Pupils are encouraged to gain an understanding of business concepts from the point of view of entrepreneur, worker and manager and to appreciate the challenges and choices faced by each.

The content of the course

The course covers a broad variety of topics, as relevant to the different job roles and issues (internal and external) experienced within firms.

Topics include:-

- Marketing and market research
- Recruitment, training and motivation
- Finance
- Production Processes
- Customer Service
- Technology and e-commerce

Delivery of the course is currently divided into two units, with a written exam assessing each unit. Both exam papers are worth 50% of the final grade.

A cross-unit activity takes place during the summer term of Year 10, when pupil teams develop and manage their own 'mini-enterprise' companies and sell their chosen products to the whole school during a 'Trading Day'. This activity helps pupils to gain a valuable practical understanding of the challenges and rewards facing entrepreneurs and business managers.

Other aspects of the syllabus are also enhanced by practical activities, such as developing business plans and role playing the recruitment procedure.

How the course is assessed

The assessment of the syllabus currently comprises of :

Paper 1 Written examination paper ***50% grade weighting***

Assessment of half the syllabus content using a variety of multiple choice, objective and extended answer questions. There are some case study-based and data-response tasks.

Paper 2 Written examination paper ***50% grade weighting***

Assessment of the second half of the syllabus content, again using a variety of multiple choice, objective and extended answer questions. Some case study-based and data-response tasks.

What the qualification could lead to

The course can help prepare pupils for further and higher education courses and business-related professions. Pupils develop many transferable skills during the GCSE course such as decision-making, problem-solving, communicating and team-working. The course also develops the skills of data handling and financial management. Many of our GCSE pupils go on initially to study A Levels in Business Studies or Economics, as well as the Level 3 Business BTEC.

Additional information

Pupils will enjoy this course if they want to study a subject that:-

- Is relevant to the world they live in and to their future
- Gives them the opportunity to investigate how business works
- Includes some focus on practical activities that aim to develop their knowledge and understanding of key topics.
- Is new to them

Pupils who pay attention to economic issues and enjoy business-related programmes will also find this subject of interest to them.

Who pupils should see if they have questions

Mrs Holloway (Head of Business Studies & Computing Faculty and Curriculum Area Leader of Business and Economics)

Computer Science

The aim of the course

This qualification will build on the knowledge, understanding and skills already established through the Computer Science elements of the Key Stage 3 programme of study.

The content of the course

The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about real world application. It will encourage learners to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.

How the course is assessed

Unit J276/01	Computer Systems	Written Paper 50% 1 hour 30 minutes
This component will introduce learners to: <ul style="list-style-type: none">• Systems Architecture• Memory• Storage• Wired and wireless networks• Network topologies, protocols and layers• System security• System software• Ethical, legal, cultural and environmental concerns		
Unit J276/02	Computational Thinking, Algorithms and Programming	Written Paper 50% 1 hour 30 minutes
This component will introduce learners to: <ul style="list-style-type: none">• Algorithms• Programming techniques• Producing robust programs• Computational logic• Translators and facilities of languages• Data representation		

Unit J276/03	Programming Project	20 Hours Internally Assessed
<p>OCR will issue a range of assessment tasks each consisting of up to three sub tasks.</p> <p>The set of tasks will provide opportunities for learners to demonstrate practical ability to use the skills outlined in the specification for this unit. There are no restrictions on the programming language chosen.</p> <p>Learners will need to:</p> <ul style="list-style-type: none"> • Understand standard programming techniques • Be able to design a coded solution to a problem including: <ol style="list-style-type: none"> 1. Develop suitable algorithms 2. Design suitable input and output formats. 3. Identify suitable variables and structures 4. Identify test procedures. • Create a coded solution fully annotating the developed code to explain its function • Test their solution: <ol style="list-style-type: none"> 1. To show functionality 2. To show how it matches the design criteria 3. Identifying successes and any limitations. 		

What the qualifications could lead to?

Today, new and exciting career opportunities are available to those with the ability to use Computing skills creatively, with whole industries emerging around the Computing revolution.

To meet career challenges, pupils must be self-reliant as well as good communicators and problem solvers. They must be able to apply their knowledge and skills in Computing. Employers are looking for workers who are adaptable and committed to lifelong learning.

Computer Science is among the most popular degree courses at university. It can lead to lucrative careers in industry. This course would be ideal for anyone who is looking to progress onto Computer Science A Level, BTEC Level 3 qualifications or other vocational courses.

Who should pupils see if they have questions?

Mr Cadwell (Curriculum Area Leader for Computer Science)

Please note that some pupils may study for a qualification other than GCSE

Modern Foreign Languages

French and German

Introduction

In order to be able to compete on a national and international level, in an ever-shrinking world, pupils should think very seriously about opting to study a language at GCSE. Not only will it equip them with subject-specific skills, but it will also prove to prospective employers that they have sound communication skills, are open-minded and have an understanding of and empathy for, other people and their cultures.

The experience of studying a foreign language at GCSE widens pupils' horizons, by familiarising them with different cultures and societies. It takes pupils out of the familiar learning environment and gives them the experience of entering a foreign environment and existing within it. Such opportunities help to promote cultural and linguistic understanding, on a national and international level.

The study of a Modern Foreign Language in Key Stage 4 can change the way pupils feel, think and act. A language can help develop thinking; increasing perception, imagination, creativity, logic and analytical skills. These skills can be transferred to other areas of experience and learning.

Knowledge of a foreign language is a life skill, increasingly crucial as modern technology facilitates business and communication across the globe.

The Modern Languages Faculty offers French and German GCSE to those pupils who have studied the subjects in Year 9.

The aims of the course

- To develop understanding of the spoken and written forms of the target-language in a range of contexts.
- To develop the ability to communicate effectively in the target-language, through both the written and spoken word, using a range of vocabulary and structures.
- To develop knowledge and understanding of the grammar of the target-language and the ability to apply it.
- To foster an interest in the countries and communities where the target-language is spoken
- To develop positive attitudes to learning the target- language.
- To provide a suitable foundation for further study and/or practical use of the target-language.

The content of the course

Pupils acquire vocabulary and improve their grammatical understanding through the skills of speaking, listening, reading, writing and translation. They study a range of themes and topics, which may include the following:

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points:

Topic 1: Me, my family and friends • Relationships with family and friends • Marriage/partnership

Topic 2: Technology in everyday life • Social media • Mobile technology

Topic 3: Free-time activities • Music • Cinema and TV • Food and eating out • Sport

Topic 4: Customs and festivals in target language countries/communities

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues • Charity/voluntary work • Healthy/unhealthy living

Topic 3: Global issues • The environment • Poverty/homelessness

Topic 4: Travel and tourism

Theme 3: Current and future study and employment covers the following four topics:

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

How the course is assessed

All four skills are worth 25% each.

Foundation and higher tier papers are available for all four components. Instructions are given in both English and the foreign language with pupils answering in both languages.

The speaking component consists of three tasks; a role play, a picture based discussion and a general conversation. The class teacher conducts the speaking test, which is ultimately marked by the board.

The writing component consists of three different tasks: a structured writing task, an open ended task and a translation into the foreign language.

The listening and reading components are made up of two and three sections respectively; both papers have questions and answers in the foreign language

and questions and answers in English. The reading paper also has a translation into English.

What the qualification could lead to

Not only can a qualification in a language lead to a career in translation, interpreting or teaching, but it can also prove an essential component of a variety of jobs in the business world, overseas banking, civil and diplomatic services, law, tourism, hotels and catering, sales and marketing and secretarial work.

In terms of higher education, a language can be combined with a variety of subjects at university, including Law, Business Studies, Maths, even Medicine.

Competence in a foreign language is a life skill which reflects sound communication skills. Some universities are making a GCSE language an entry requirement (e.g. University of London).

Additional information

In addition to the course material, penfriend links together with educational and/or exchange visits may be organised, to help make the subject more relevant and alive.

Who should pupils see if they have questions

Pupils interested in studying a language GCSE can speak to any member of the Languages Faculty - their class teacher, Mr Mumford, Head of Modern Foreign Languages Faculty, Mrs Edwards, Assistant Head of Modern Foreign Languages Faculty. In addition, any member of Languages Faculty can put pupils in contact with pupils in Years 10 and 11, who are currently in the middle of their GCSE language course.

Art

Please read the information at the end of this section carefully

Introduction

Should you choose to pursue Art & Design as an option, you can expect a challenging practical course that will provide you with opportunities to experience a variety of processes, techniques and media. The course is aimed at encouraging a sense of achievement that comes from commitment and involvement in your work. Art promotes many transferrable skills, including self-expression, independence and imagination.

There is a diverse range of opportunities and careers within the creative industry, which include Architecture, Graphic Design, Teaching, Fashion, Television work, Textile Design, Film making, Printing, Pottery, Animation, Illustration, Theatre Design and Garden Design.

The aims of the course

To develop imaginative and creative thinking and, through the enhancement of practical skills, allow pupils to express ideas, feelings and meanings.

The content of the course

Component 1: Portfolio of work

Candidate portfolio selected from work undertaken during course of study and must include one sustained project and additional work.
60% of total marks set and marked by centre and externally moderated.

Component 2: Externally set task

Candidates must respond to one starting point.
Preparatory period, followed by 10 hours of supervised time.
40% of total marks externally set, marked by centre and externally moderated.

How the course is assessed

A final exhibition of pupils' work, including sketch books, is held in April and assessed by both internal and external moderators. It is a requirement of the examination board that all work must be held by the school until October in the year of the examination.

What the qualification could lead to

Industry and commerce are constantly seeking creative thinkers and this course is a vehicle for developing these skills.

Many past pupils have made careers in advertising, fashion design and promotion, illustration and more recently film and TV animation. There are many career opportunities in the creative industries.

Who should pupils see if they have questions

Mrs Fox

(Head of PE & Expressive Arts Faculty & Curriculum Area Leader for Art)

This subject can be over-subscribed. If this is the case, pupils will be required to demonstrate interest in the subject including, for example, portfolio evidence and commitment to attend extra-curricular sessions. References will also be provided by subject and pastoral staff, as appropriate.

Drama

Introduction

The GCSE course is an excellent course which complements any other subject. It promotes a variety of skills in pupils which are not only subject specific but also transferable to other areas.

Drama promotes; confidence, problem solving, group skills, creativity, time management, an understanding of the world around us, appreciation of the theatre, understanding of the written form, public speaking and much more.

The aims of the course

The course aims to equip pupils with the ability to respond to dramatic texts in a creative and theoretical manner. It also aims to give pupils an understanding of the theatre as a whole and to enable pupils to create their own pieces of theatre as performers and designers.

The content of the course

The course consists of three components:

Component 1 ~ Written Exam

Section A - Multiple choice questions

Section B - Questions on an extract from a given play

Section C - Essay question on production seen.

Component 2 ~ Devising Drama – coursework

- Performance of a group devised piece
- Devising log - written coursework related to devised piece.

Component 3 ~ Practical Performance

- Performance of or design for two extracts from one play.

How the course is assessed

Component 1: Understanding drama

Written exam: 1 hour and 45 mins

Open book ~ 80 marks (40% of GCSE)

Component 2: Devising drama (practical)

Devising log ~ 60 marks

Devised performance ~ 20 marks

80 marks in total (40% of GCSE)

Component 3: Texts in practice (practical)

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

What the qualification could lead to

People who take Drama at GCSE often take it on to 'A' level. They also go on to do Performing Arts, Media, Theatre Studies, English, History and more.

Drama pupils often go on to: work in the Theatre, Media or Television, become designers, teachers, politicians, lawyers and more.

Additional information

Requirements of the course are:

- full commitment
- willingness to attend rehearsals outside school time
- imagination
- reliability
- hard work
- attendance at theatre visits
- enthusiasm and much more.

Plays we have seen in the past include ~ Warhorse, Annie, Blood Brothers, The Phantom of the Opera, Joseph and his Technicolour Dreamcoat, Beauty and the Beast, Chicago, Wicked and others.

Who should pupils see if they have questions

If you have any specific questions about this course please talk to Mrs Grace (Curriculum Area Leader for Drama) or Mrs Sellick.

Music

Introduction

Music GCSE is a broad and enjoyable course focusing on three components:

Performing
Composing
Listening

The aims of the course

The course aims to promote an appreciation and greater understanding, of a wide range of musical styles. The course is also designed to develop your skills as a performer and composer.

The content of the course

There are four areas of study:
Instrumental Music 1700-1820
Vocal Music
Music for stage and screen
Fusions

How the course is assessed

Performing (30%)

Pupils are encouraged to develop performing skills that will enable them to participate in musical activities both in school and in the wider community. Classical and popular styles of performing are equally valid and a wide range of instruments and voices are acceptable. Candidates will be assessed on one solo (15%) and one ensemble piece (15%)

Composition (30%)

Pupils are encouraged to develop sensitivity towards music through imaginative and creative use of ideas. Candidates will submit a folio of two compositions :

- Composition 1 – pupil's choice
- Composition 2 – based on a brief set by the exam board

Listening and Appraising Test (40%)

A listening paper of 1 $\frac{3}{4}$ hours based on the four areas of study.

What the qualification could lead to

A level Music
A level Music Technology
A level Performing Arts
BTecs
Careers within the music industry
A wide variety of university courses

Additional information

Pupils choosing the subject should have at least a basic knowledge of music theory and play an instrument or sing. See Mr Povey if you are unsure about this.

Who should pupils see if they have questions

Mr Povey (Curriculum Area Leader for Music)

Photography

Please read the information at the end of this section carefully

Introduction

In today's world it is hard to escape the photographic image. From mobile phones to billboards, photographs are everywhere. This makes photography one of the most potent, persuasive and at times controversial modes of contemporary production.

The aims of the course

To develop creative thinking through the enhancement of investigative analytical and aesthetic understanding through the medium of digital image.

This course will include practical, critical/contextual and theoretical work in one or more of the following areas:

- The Alphabet
- Portraiture
- Surrealism
- Documentary style imagery
- Close Up

We will use digital techniques to produce images and the course will comprise of two components of study.

The content of the course

Component 1: Portfolio of work

Candidate portfolio selected from work undertaken during course of study and must include more than one project
60% of total marks; set and marked by the Centre and externally moderated

Component 2: Externally set task

Candidates must respond to one starting point
10 hours of sustained focussed study
Preparatory period followed by 10 hours of supervised time
40% of total marks; externally set, marked by the Centre and externally moderated

How the course is assessed

A final exhibition of pupils' work, including sketch books, is held in April and assessed by both internal and external moderators. It is a requirement of the examination board that all work must be held by the school until October in the year of the examination.

What the qualification could lead to

There are an ever growing number of media-related degrees in which digital imaging is a key skill.

Photography opens a variety of creative degree opportunities from app/web design, animation, through fixed image and print work to TV film production and journalism.

Who should pupils see if they have questions

Mrs Fox (Head of PE & Expressive Arts Faculty and Curriculum Area Leader for Art) or any of the Art staff

This subject can be over-subscribed. If this is the case, pupils will be required to demonstrate interest in the subject including, for example, portfolio evidence and commitment to attend extra-curricular sessions. References will also be provided by subject and pastoral staff, as appropriate. In the case of over-subscription pupils and their families will be contacted.

Physical Education

Introduction

Physical Education is a popular GCSE option. The course allows pupils to focus upon developing their practical performance, theoretical knowledge and their ability to analyse sporting performance.

During the course pupils will have the opportunity to participate in a range of practical activities, offering three for assessment at the end of Year 11. They will be required to show advanced skills within the context of the activity and demonstrate their abilities in increasingly challenging situations.

This is a new (2016) GCSE specification in line with government examination changes.

The aims of the course

This course aims to give pupils an opportunity to:

- Develop and apply their knowledge, skills and understanding of Physical Education through practical activities.
- Develop their knowledge and understanding of the different factors that affect participation and performance.
- Understand the role of rules in sport and physical activity.
- Promote their understanding of the health benefits and risks associated with taking part in physical activity.
- Develop the skills necessary to analyse and improve performance.
- Support their personal and social development through adopting roles in selected activities when working with others.

The content of the course

The course is split into three elements. These elements are:

1. Practical

During practical assessment candidates will demonstrate their skills in drills and also a full context performance.

Pupils will be required to offer three activities for assessment. The three activities for assessment must be selected from a GCSE PE activity list provided by DfE. Pupils must provide one individual sport, one team game sport and one extra individual or team. The list can be found online if you search for 'GCSE PE activity list'.

2. Analysis of Performance

Pupils are required to complete an Analysis of Performance in **one** of their three assessed activities. They will need to show a knowledge and understanding of the following areas:

- Analysis of skills/performance
- Evaluating performance to include methods of improving their skills/performance

3. Theoretical Knowledge

The theoretical aspect of the course focuses upon two main areas:

- The human body and movement in physical activity and sport
- Socio-cultural influences and well-being in physical activity and sport

How the course is assessed

2 x Written examination papers 2 x 30% = **60%**

The paper is in three parts:

Part 1: multiple choice questions

Part 2: short answer questions

Part 3: scenario questions – long answer 6 mark questions

Practical Assessment in **three** activities = **30%**

Analysis of Performance in **one** activity = **10%**

What the qualification could lead to

- A level Sport and Physical Education
- Careers within the sport and leisure industry
- A wide variety of university courses

Additional information

It is essential that all pupils considering Physical Education at GCSE level have a keen interest in physical activity and regularly participate in a range of activities in and outside of school. **Pupils will need to be committed to extra curricular activities throughout the duration of the course to ensure they can fulfil their potential in the practical component.**

Who should pupils see if they have questions

Mr Dougherty (Curriculum Area Leader for PE) or any member of PE Staff

Please note that following discussion some pupils may study for a BTEC Level 2 Sports Qualification