



**OPTIONS FOR YEAR 10
2021
RANGE HIGH SCHOOL**

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INTRODUCTION

At Range High School we want our pupils to be successful learners who demonstrate their full academic potential, enjoy their learning and are 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.

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, 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 11th February. Taster sessions in new subjects will be delivered as part of the Careers Programme on Thursday 28th January. We will then continue to work with Year 9 pupils throughout the term and would encourage parents/carers to discuss their choices with them.

As we are unable to run the Market Place Activity as we did last year, an audio presentation will be available on the website from Monday 1st February.

Parents' Evening on Thursday 11th February will 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.

Pupils choose five 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, they should enter Physics as their first option choice. Please note that we allow pupils a "free" choice i.e. we do not present fixed option blocks. We believe that this allows as many pupils as possible to select options which interest them.

This means however, that it may not be possible to accommodate all pupils' first three option choices. Pupils should enter their options on the form in order of preference.

For some pupils it is entirely appropriate that the curriculum is adapted to their individual strengths and needs. In consultation with families and school, we will therefore discuss a personalised programme of study with some pupils and their families.

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

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.

A copy of the Option Form is available on the website. Your son / daughter should complete it and return it to their Form Tutor. The deadline for return of the Options Form is Friday 26th February.

After completed forms have been received, Mr Cropper, Mrs Plumbley and tutors 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 McGarry will write to families to confirm your son's/daughter's curriculum starting September 2021.

ADVICE TO PUPILS

You have a wide selection of optional subjects. You should choose 5 option subjects and you will be allocated a place on 3 of them. If you are opting to study separate sciences please enter Physics as your first option choice. Being allocated a place on your chosen option subjects is dependent on numbers, timetabling, order of preference for the subject concerned and receipt of the necessary references where 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**.

CORE SUBJECTS

***Please indicate your Core Humanity choice either History or Geography on your form.**

English

Introduction

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

You will work towards two qualifications:

- GCSE WJEC Eduqas English language
- GCSE WJEC Eduqas English literature

The aims of the course

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

GCSE English literature allows you 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:

- You will study 19th and 21st Century non-fiction texts and 20th Century literary extracts.

GCSE English literature:

- You 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

Both GCSE English language and literature are linear and are assessed externally at the end of Year 11. Overall, you will sit four written examinations:

- Component 1 20th Century Literature Reading and Creative Prose Writing
- Component 2 19th & 21st Century Non-Fiction reading and Transactional Writing
- The non-examined assessment in Spoken Language is compulsory and assessed by the classroom teacher. This appears as a separate grade to the Language GCSE and is graded as Pass, Merit or Distinction
- Component 1 Shakespeare and Poetry
- Component 2 Post-1914 Prose/ Drama, 19th Century Prose & Unseen Poetry.

What the qualification could lead to

A qualification in GCSE English language and/ or GCSE literature is required for entry into Sixth Form and college courses; if students do not pass English language, they may be required to re-sit. 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.

Geography

Introduction

Geography will help you: develop a knowledge and understanding of current events from the local area to the global, populations and features of the earth – such as mountains, rivers and seas. It also allows you to develop a range of useful skills such as map reading, data collection, ICT and problem solving.

The content of the course and assessment

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 - Written Paper – 1 hour 30mins – 88 marks – 35%

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

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

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

Unit 3 Geographical Skills and applications - Written Paper – 1 hour 15 mins – 76 marks – 30%

- Issue evaluation and Fieldwork

Additional information

- There is no coursework – the qualification is 100% exam based.
- Mathematical skills are required in this course (worth 10%)
- 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.

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.

History

Introduction

History is a fascinating subject as well as very useful as a qualification for the workplace. 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 aims of the course

The aims of the course are to encourage you to:

- Acquire knowledge and understanding of periods and/or aspects of History,
- Use historical sources critically in their context
- Develop understanding of how the past has been represented and interpreted
- Organise and communicate your 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 (1h15 exam - 30% of GCSE)

Crime and Punishment in Britain c1000 to the present

Whitechapel c1870-c1900; crime, policing and the inner city

Paper 2 - Period Study and British Depth Study (1h45 exam - 40% of GCSE)

Anglo Saxon and Norman England c1060-1088

Superpower Relations and the Cold War 1941-1991

Paper 3 Modern Depth Study (1h20 exam - 30% of GCSE)

The USA 1954-1975; conflict at home and abroad

The Civil Rights Movement

US involvement in Vietnam 1954-1975

Additional information

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

- GCSE revision programmes to allow you to perfect exam skills
- Revision notes explaining the main issues.
- Extensive revision lessons to help you brush up on and perfect exam skills.
- A wide range of practice questions
- 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.

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. Historical skills of enquiry and analysis develop transferable skills which employers are looking for, no matter what job you do in the future.

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 you 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

You are expected to demonstrate your 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.

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 you to look for vital features, to follow lines of reasoning and to see patterns and similarities in different situations.

What the qualification could lead to

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

You are likely to be entered for Foundation Level if you are achieving, developing or secure.

PSHE (Personal, Social, Health Education & Citizenship) Including RSE

At Range High School, we like to think that you learn about yourselves and the world around you, how you relate to your peer group and to adults in a variety of ways – through tutor group time, in Year group 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 you also develop your knowledge and skills in regards to careers education. Overall we aim to promote your spiritual, moral, social, and cultural development and to prepare you for the opportunities and experiences of adult life. Below is a breakdown of the two areas that are covered:

Citizenship

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

PSHE

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

Relationships and Sex Education (and Health)

RSE is taught within the school's Personal, Social and Health (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Please refer to their RSE policy for this.

KS3 programme of study: Pupils have fortnightly lessons where they have an in depth and age appropriate programme of study that incorporates aspects of RSE and wider topics. They will also have extra lessons in extended tutor that will again incorporate aspects of the RSE guidance.

KS4 programme of study: Pupils will have fortnightly lesson that will take place in tutor time. It will involve an in depth study of PSHE topics as well as aspects of the RSE guidance. They will complete all aspects this academic year. Across both Key Stages, pupils will be supported with developing the following skills:

Communication, including how to manage changing relationships and emotions

- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Physical Education

Throughout Key Stage 3, you have followed a broad and balanced curriculum including activities in games, gymnastics, dance, athletics and O.A.A. (Outdoor and Adventurous Activities). You have been given the opportunity to experience a range of different roles, such as performer, official and leader, within your Physical Education lessons. In Year 9 you 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, you will continue to follow a programme of outdoor games, (including football, 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 Pilates, Zumba or Street Dance. During the summer term you will have the opportunity to participate in athletics, tennis, cricket and rounders/softball. In addition to this you will be introduced to the **Sports Education** programme in Year 10 and an **options system** in Year 11. Both initiatives aim to give you greater responsibility for your learning and further increase the range of activities offered. You 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 you to develop an interest in an activity that you may pursue after leaving school. Throughout Key Stage 4, you 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 your understanding of the major religions studied at KS3. It will explore issues through a religious context concentrating on developing your own sense of personal responsibility.

The aims of the course

- a) to develop and deepen your knowledge and understanding of the way religion deals with issues of morality
- b) to develop your 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 you 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 you will receive a graded certificate:

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

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

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 you 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 you being able to confidently demonstrate and apply your knowledge and understanding of scientific ideas, scientific techniques and procedures. You 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 you the opportunity to plan and carry out experiments that will develop your technical, team work and observational skills.

Pathway A – GCSE Combined Science

You study all three Sciences and receive two GCSE qualifications in Combined Science at grades 9-1. 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.

You will sit six examination papers – two for each subject, each paper is 1hour 10minutes in length and you have to take the same tier in all papers.

You will spend 20% of your curriculum time in Science.

Pathway B – GCSE Separate Science

You will study all three Sciences and receive three GCSE qualifications grades 9-1. (Biology GCSE, Chemistry GCSE and Physics GCSE.) You will sit six examination papers -two for each subject, each paper is 1hour 45minutes in length. Candidates will be entered for either the Foundation Tier or the Higher Tier in each individual subject

You will spend 30% of your curriculum time in Science.

The content of the course

Biology topics include:

Cell biology	Genetics
Natural selection and genetic modification	Ecosystems and material cycles
Animal coordination, control and homeostasis	Plant structures and their functions
Health, disease and the development of medicines	

Chemistry 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 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 at the end of Year 11. Final, individual, tier decisions are made in Year 11 by subject staff.

All Science 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.

Please note that some pupils' Science pathway may be personalised, following discussion with pupils and families.

You must consistently achieve Extending or Excellence and be recommended by your class teacher to follow Pathway B Separate Science.

OPTIONAL SUBJECTS

Art & Design

Art & Design is a challenging practical course that will provide you with opportunities to experience a variety of processes, techniques and media. Art promotes many transferrable skills, including self-expression, independence and imagination.

The aims of the course

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

The content of the course

Component 1: Portfolio of work. Candidate portfolio selected from work undertaken during the course of study must include one sustained project and additional work. 60% of total marks set and marked by the Centre and externally moderated.

Component 2: Externally set task. You must respond to one starting point. 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?

GCSE Art and Design is AQA assessed. A final exhibition of your work, including portfolio, sketch books etc. is held in April and assessed by both internal and external moderators.

What the qualification could lead to?

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.

This subject can be oversubscribed. If this is the case, you will be required to demonstrate interest and commitment to the subject including, for example, portfolio evidence and a commitment to attend extra-curricular sessions.

Business Studies

Introduction

Business Studies is a popular GCSE choice combining theoretical study with some practical application of business theory. You will not have studied the subject in a formal sense prior to Year 10, but you will have been exposed to some of the concepts explored within other subjects and within everyday life.

The aims of the course

This course aims to introduce you to the world of business relating to small start-ups and to larger established firms. You gain an understanding of many business concepts and appreciate the challenges and choices faced by entrepreneurs, workers and managers.

The content of the course

The course covers a broad variety of topics, as relevant to the different job roles and issues experienced within firms. Topics include:-

- Business in the real world and influences on a business
- Production processes & customer service
- Recruitment, training and motivation
- Marketing and market research
- Business finance

How the course is assessed

There are 2 written papers covering the various topic areas. Each paper has a 50% grade weighting. Questions include multiple choice, short mark and extended answer questions. There are some case study-based and data-response tasks.

Additional information

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 you 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.

You will enjoy this course if you want to study a subject that:-

- Is relevant to the world you live in and to your future
- Gives you the opportunity to investigate how business works

If you pay attention to economic issues and enjoy business-related programmes you will also find this subject of interest to you.

What the qualification could lead to

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. The course can help prepare you for a range of further and higher education courses and business-related professions. You develop many transferable skills during the GCSE course such as decision-making, problem-solving, team-working and financial management.

Child Development

Cambridge National Levels 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** in Key Stage 4 performance tables.*

Introduction

This is a popular and enjoyable option for both boys and girls. The course gives a fascinating insight into a variety of topics. You are required to develop a firm understanding of new terminology and skills in research to present your findings and demonstrate your understanding through an external exam.

The aims and content of the course

Child Development offers the opportunity to gain an understanding of many aspects from reproduction, birth and caring for babies and younger children.

The Technical Award in Children's Learning and Development will also give you the opportunity to study children aged 0 to 5 years for coursework units; developing an understanding of:

- conditions for growth and development
- nutritional guidelines
- communication and language development
- learning and play
- child health and safety
- the role of health professionals

How the course is assessed

The course has been designed to fit into the curriculum and form a key part of Progress 8 and Attainment 8 approved subjects. It consists of three units: one examined and two internally assessed and externally moderated; comprising 50% for the exam and 25% for the other two units.

What the qualification could lead to

Child Development is a valued qualification for prospective nurses, midwives, nursery nurses, care assistants, paramedics and teachers.

Computer Science

The aim of the course

The aim of this course is for you to understand how computers work and how data moves within a computer system and to other computers. The aim is also for you to be able to design algorithms and then turn these into workable programming code, combining both skill and mathematics.

The content of the course

Unit 1 Computer Systems	Unit 2 Computational Thinking, Algorithms and Programming
• Systems architecture • Memory and storage • Computer networks, connections and protocols • Network security • Systems software • Ethical, legal, cultural and environmental impacts of digital technology	• Algorithms • Programming fundamentals • Producing robust programs • Boolean logic • Programming languages and Integrated Development Environments

How the course is assessed

Unit 1	Unit 2
Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks This is a non-calculator paper.	Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks This is a non-calculator paper.

What the qualifications could lead to?

Today, new career opportunities are available to those with the ability to use computers creatively. This qualification would create a foundation for you if you are thinking of a career in:

- Computer forensics
- Programming
- Cyber security
- Hardware design
- Software design
- Network management

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.

You need to discuss your suitability for this course with your subject teacher if you wish to take it at GCSE.

Creative iMedia Cambridge National Level 1/2

The aim of the course

The aim is for you to be able to research, design, create and evaluate products to meet the needs of key stakeholders. This includes ensuring that electronic products are fit for purpose and audience.

The content of the course

This course will build upon the ICT units that you have completed during Key Stage 3.

Unit 1	Unit 2	Unit 3	Unit 4
On completion of this unit, you will understand the different documents that can be used to plan pre-production products.	The aim of this unit is for you to create digital graphics using a range of tools and techniques within different image editing software applications.	This unit will enable you to understand website design. You will combine different components to create a functional, intuitive and aesthetically pleasing website.	This unit will enable you to understand the complex study that goes into gaming theory. It will enable you to create a playable game from an existing design or brief.

How the course is assessed

The course contains a mixture of exams and assignment based work.

25% of the qualification is tested by completing an exam in the second year of study. 75% of the qualification is assignment based where you will be given a brief set by the exam board and then you will research, design, create and evaluate products to meet the brief.

What the qualifications could lead to?

This qualification would create a foundation for you if you are thinking of a career in:

- Animating
- User interface design
- Project management
- Advertising
- Researching

Dance

Introduction

GCSE Dance is a new GCSE option to Range High School, following the instalment of our amazing dance studio, which includes a sprung floor, air conditioning, full wall mirrors, ballet bars and an excellent music system. We also have the experience of our new dance teacher colleague Miss Bassett. It is an exciting time if dance is something you perform and excel in.

The aims of the course

Dance is a powerful and expressive subject which encourages you to develop your creative, physical, emotional and intellectual capacity, whatever your previous experience in the subject.

This specification recognises the role of dance in young people's lives and you will study a range of dance styles and style of fusions.

The content of the course

The subject content details the knowledge, understanding and skills that you are expected to learn during the course of study. This is set out below in three core areas of dance:

- Performance
- Choreography
- Appreciation

How the course is assessed

Component 1

Performance: 1 minute solo performance
3-5 minutes duet/trio performance
30% of GCSE
40 marks

Choreography: Solo or group
30% of GCSE
40 marks

Component 2

Dance Appreciation
40% of GCSE
Written exam: 1 hour 30 minutes

It is essential that if you are considering Dance at GCSE level you have a keen interest in regular participation in dance to ensure you can fulfil your potential on the course.

Design and Technology

Introduction

GCSE D&T opens the door to a wide range of careers in the creative, engineering and manufacturing industries as well as other fields e.g. medicine, law and computer science. The knowledge and skills you learn, particularly those concerned with rapidly developing technologies, will be extremely valuable.

You will also develop skills, such as teamwork and time management which are highly prized by employers.

The aims of the course

- To develop thinking skills to suggest creative solutions to problems.
- 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 knowledge of how businesses run including scale of production and quality assurance.
- 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 principle areas:

1. Core Technical principles:
 - You will learn about a wide range of materials, systems and technologies that are used to solve design and engineering problems.
2. Specialist technical principles:
 - You will develop a more in-depth knowledge of selecting and working with materials.
3. Designing and making principles:
 - You 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.

How the course is assessed

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

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

What a D&T qualifications could lead to

'A' level D&T – Product Design

Design, Manufacturing & Engineering Apprenticeships

Design, Manufacturing & Engineering related Degree Courses

Related careers include:

Product Design • Architecture • Landscape Design • Electronic Engineering • Automotive Engineering • Aerospace Engineering • Mechanical Engineering • Civil & Structural Engineering • Robotics • CAD/CAM Specialist • Games industry • Graphic Design • Packaging design • Advertising • Digital Media

This subject can be oversubscribed. If this is the case, you will be required to demonstrate interest and commitment to the subject including, for example, portfolio evidence and a commitment to attend extra-curricular sessions.

Drama

Introduction

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

The content of the course

Component 1 ~ Written Exam, 1hour 45minutes, 40% of GCSE

Section A, B & C - Multiple choice questions, Questions on an extract from a play and an essay on a production scene.

Component 2 ~ Devising Drama – coursework, 40% of GCSE

Component 3 ~ Practical Performance, 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.

Food Preparation and Nutrition

Introduction

You have studied Design Technology Food at Key Stage 3. GCSE reform has meant that the Food Technology Specification has been replaced by a fresh and exciting course; GCSE Food Preparation and Nutrition.

The aims of the course

This new subject provides opportunity for an exciting and creative course which ensures you 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. You learn about them through cookery and theory lessons and homework including research tasks. You will be expected to provide food for most of your practical sessions with the exception of some experimental or investigative work.

The five core topics are:-

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

What the qualification could lead to

Careers such as; Food Product Developer, Buyer, Catering manager, Hospitality industry, Nutritionist, Dietician, Food scientist or technologist, Chef and many more.

French

Introduction

The experience of studying a foreign language at GCSE widens your horizons, by familiarising you with different cultures and societies. Such opportunities help to promote cultural and linguistic understanding, on a national and international level. Knowledge of a foreign language is a life skill, increasingly crucial as modern technology facilitates business and communication across the globe.

The aims of the course

- 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

The content of the course

Theme 1: Identity and culture covers the topics such as family, technology and festivals

Theme 2: Local, national, international and global areas of interest covers topics such as holidays, town and health

Theme 3: Current and future study and employment covers topics such as school, jobs and ambitions

How the course is assessed

All four skills (reading, writing, speaking and listening) are worth 25% each. Foundation and higher tier papers are available for all four components but cannot be mixed. All examinations are externally assessed.

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.

Competence in a foreign language is a life skill which reflects sound communication skills. Some universities make a GCSE language an entry requirement.

Additional information

In addition to the course material, there are planned educational visits to France as well as access to a variety of authentic online materials via various engaging IT packages.

You need to discuss your suitability for this course with your subject teacher if you wish to take it at GCSE.

Geography

Introduction

Geography will help you: develop a knowledge and understanding of current events from the local area to the global, populations and features of the earth – such as mountains, rivers and seas. It also allows you to develop a range of useful skills such as map reading, data collection, ICT and problem solving.

The content of the course and assessment

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 - Written Paper – 1 hour 30mins – 88 marks – 35%

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

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

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

Unit 3 Geographical Skills and applications - Written Paper – 1 hour 15 mins – 76 marks – 30%

- Issue evaluation and Fieldwork

Additional information

- There is no coursework – the qualification is 100% exam based.
- Mathematical skills are required in this course (worth 10%)
- 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.

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.

German

Introduction

The experience of studying a foreign language at GCSE widens your horizons, by familiarising you with different cultures and societies. Such opportunities help to promote cultural and linguistic understanding, on a national and international level. Knowledge of a foreign language is a life skill, increasingly crucial as modern technology facilitates business and communication across the globe.

The aims of the course

- 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

The content of the course

Theme 1: Identity and culture covers the topics such as family, technology and festivals

Theme 2: Local, national, international and global areas of interest covers topics such as holidays, town and health

Theme 3: Current and future study and employment covers topics such as school, jobs and ambitions

How the course is assessed

All four skills (reading, writing, speaking and listening) are worth 25% each. Foundation and higher tier papers are available for all four components but cannot be mixed. All examinations are externally assessed.

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. German is regarded as the #1 language in the business world.

Competence in a foreign language is a life skill which reflects sound communication skills. Some universities make a GCSE language an entry requirement.

Additional information

In addition to the course material, there are planned educational visits to Germany alongside the History Department as well as access to a variety of authentic online materials via various engaging IT packages.

You need to discuss your suitability for this course with your subject teacher if you wish to take it at GCSE.

History

Introduction

History is a fascinating subject as well as very useful as a qualification for the workplace. 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 aims of the course

The aims of the course are to encourage you to:

- Acquire knowledge and understanding of periods and/or aspects of History,
- Use historical sources critically in their context
- Develop understanding of how the past has been represented and interpreted
- Organise and communicate your 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 (1h15 exam - 30% of GCSE)

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

Paper 2 - Period Study and British Depth Study (1h45 exam - 40% of GCSE)

Anglo Saxon and Norman England c1060-1088
Superpower Relations and the Cold War 1941-1991

Paper 3 Modern Depth Study (1h20 exam - 30% of GCSE)

The USA 1954-1975; conflict at home and abroad
The Civil Rights Movement
US involvement in Vietnam 1954-1975

Additional information

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

- GCSE revision programmes to allow you to perfect exam skills
- Revision notes explaining the main issues.
- Extensive revision lessons to help you brush up on and perfect exam skills.
- A wide range of practice questions
- 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.

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. Historical skills of enquiry and analysis develop transferable skills which employers are looking for, no matter what job you do in the future.

Media Studies

Introduction

Media Studies is looking at the world differently. Being able to see how the Film, TV, Newspaper and Gaming Industries run, along with how they construct their texts in order to represent specific groups of people. By the end of your studies you should be able to discuss how the media influences our everyday lives, choices and opinions.

The aims of the course

In short you will answer the following questions about a range of media texts:

- How are meanings created?
- How are people represented?
- What is the impact of particular ownerships?
- How do audiences engage with different media texts?
- How does the time, society or culture a text is made in affect the meaning?

The content of the course

You will study texts from all areas of the Media. Below is an example of some of the texts that we will look at and explore over the two years.



How the course is assessed

There are three components to the EDUQAS GCSE Media Studies qualification:

Component 1: Exploring the Media

- 40% of the overall mark

1 hour 30 minute paper

Component 2: Understanding Media Forms and Products:

- 30% of the overall mark

1 hour 30 minute paper

Component 3: Creating Media Products

- 30% of the qualification

Centre based work

Skills:

- | | | |
|------------|------------|------------|
| • Analysis | Evaluation | Creativity |
|------------|------------|------------|

Supporting Subjects:

- | | | |
|----------------------|------------------|---------|
| • English Literature | Business Studies | History |
|----------------------|------------------|---------|

Additional Information

Possible Extra-Curricular:

- | | |
|---------------------|--------------|
| • BBC Salford Tours | London Trip |
| • Comic Con | Cinema Trips |

To Find Out More: Instagram: rangehigh_mediastudies

What the qualification could lead to

- | | | |
|------------|------|-----------------|
| • A Levels | Btec | Apprenticeships |
|------------|------|-----------------|

BTEC Level 2 Tech Award in Music Practice

Introduction

The BTEC Tech Award in Music is a practical introduction to life and work in the Music industry. This course enables you to explore the sector, with a focus on music creation, performance and production.

The aims of the course

The course gives you the opportunity to develop Music industry specific knowledge and skills in a practical learning environment. You can expect to explore the sector whilst:

- developing skills, including teamwork, leadership and communication
- developing and presenting music to a brief
- analysing, evaluating and enhancing learning.

The content of the course

The 3 components are:

1. Exploring Music Products and Styles

This component allows you to:

- Explore different styles and genres of music
- Take part in practical workshops to understand the music creation process
- Learn about the different roles within the music industry
- Investigate relationships between different areas of the music industry

2. Music Skills Development

This component allows you to:

- Reflect on your progress, and on areas for improvement
- Choose a job role and explore the skills needed to fulfil it.
- Develop a range of skills
- Apply skills and techniques in a music performance, creation or production.

3. Responding to a Commercial Music Brief

This component allows you to:

- Choose an area of the industry that excites you (composer, performer or producer)
- Explore the brief and come up with possible responses and ideas
- Use relevant resources, skills and techniques to develop and refine musical material
- Present your final response
- Review and reflect your approach to the brief and final outcome.

How the course is assessed

Components 1 and 2 are assessed through internally assessed assignments which are set by the class teacher. Component 3 is assessed externally and is based on a set brief which is supplied by the exam board at the start of the second year of the course.

Components 1 and 2 are worth 30%. Component 3 is worth 40%.

What the qualification could lead to

Study of the qualification will help you to make more informed choices for further learning either generally or in this sector.

You may consider:

- A Levels as preparation for entry into higher education.
- Study of a vocational qualification at Level 3, such as a BTEC National in Music or a BTEC National in Music Technology, which prepare you to enter employment or apprenticeships, or to move on to higher education by studying a music-related degree.

Photography

Photography is a very rewarding course with many pupils achieving excellent results. There is an ever growing number of media-related careers in which digital imaging is a key skill and the Photography Art course enables you to develop the relevant skills to prepare you for this.

The aims of the course

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, Macro photography. 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 one sustained project and additional work. 60% of total marks set and marked by the Centre and externally moderated.

Component 2: Externally set task. You must respond to one starting point. 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 your work, including sketch books, is held in April and assessed by both internal and external moderators.

What the qualification could lead to

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.

This subject can be over-subscribed. If this is the case, you will be required to demonstrate interest in the subject including, for example, portfolio evidence and commitment to attend extra-curricular sessions.

Physical Education

Introduction

Physical Education is a popular GCSE option. During the course you will have the opportunity to participate in a range of practical activities, offering three for assessment at the end of Year 11.

The aims of the course

This course aims to give you an opportunity to:

- Develop and apply your knowledge, skills and understanding of Physical Education through practical activities.
- Understand the role of rules in sport and physical activity.
- Develop the skills necessary to analyse and improve performance.
- Support your 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.

1. Practical

You 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. You 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

You are required to complete an Analysis of Performance in **one** of your three assessed activities.

3. Theoretical Knowledge

The theoretical aspect of the course focuses upon the human body and movement in physical activity and sport and 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%**

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

It is essential that if you are considering Physical Education at GCSE level you have a keen interest in physical activity and regularly participate in a range of activities in and outside of school. If you wish to take PE you should discuss this with your subject teacher in advance of your application. You will need to be committed to extra-curricular activities throughout the duration of the course to ensure you can fulfil your potential in the practical component.

Religious Studies

Introduction

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 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

The Content of the Course

Component 1 – The Study of Religions

- Christianity: Beliefs, Teachings and Practices
- Islam: Beliefs, Teachings and Practices

Component 2 - Religious, Philosophical and Ethical Studies in the Modern World

- Relationships and Families
- Religion and Life
- The Existence of God and Revelation
- Religion, Peace and Conflict

How the course is assessed

Assessment is 100% examination.

Component 1: Written paper – 1 hour 45 minutes – 50%

Component 2: Written paper – 1 hour 45 minutes – 50%

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 and Geography.

What the qualification could lead to

Employers hold 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 undergraduate and postgraduate study or professional training.

Cambridge National Level 2 **Sports Science**

Cambridge Nationals are vocational qualifications, equivalent to GCSEs.

The Cambridge National in Sport Science helps you to appreciate how sports science underpins sport at all levels. You learn about anatomy, physiology, injury prevention, improving personal fitness through appropriate training and diet, and the role of technology in improving performance, game play and spectatorship.

There is no assessment of pupils' performance in a sport compared with GCSE where 3 sports have to be offered.

Content overview

- **Reducing the risk of sports injuries (25%)** *Exam (option to resit the exam)*
- **Applying principles of training (25%)** *Coursework*
- **Anatomy and Physiology (25%)** *Coursework*
- **Technology in sport (25%)** *Coursework*

How the course is assessed

The qualification is assessed mainly through coursework set throughout the two year course. If you like project work and enjoy research tasks, you may find a Cambridge National a better option than a GCSE.