

OPTION A

OPTION B

GCSE OPTIONS

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.

The Year 9 Interim Attainment Card was issued in December which gave information about pupils' performance in each subject. There is also a Parents' Evening on Thursday 8th February giving parents/carers the opportunity to talk to their child's subject teachers about progress to date and their suitability to study the subject at Key Stage 4.

There will also be a market place activity evening in school on Wednesday 17th January between 4.30 and 6.30pm. During this, students and parents will be able to speak to subject staff, the pastoral team, the careers advisor, the SENDCo and senior staff about options.

In addition there are also taster sessions in subjects being delivered in lessons by subject teachers between Monday 15th January and Friday 26th 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.

The most important way in which parents/carers can help their child is by taking an active interest in their school work and by discussing future studies and career possibilities. All options information including materials from assemblies and careers lessons is posted under **Key Information > Year 9 options** on the school website and should support with this process.

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, where necessary.

Schools are encouraged to offer a broad and balanced curriculum at Key Stage 4. The Government now expects that pupils should achieve the English Baccalaureate from a suite of subjects which includes Maths, English Language and English Literature, Sciences (including 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. 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 Baccalaureate in stages. Stage 1 for current Year 9 will require all pupils to study Spanish to GCSE level.

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 link to the online form is available on the website under key information and year 9 options. Your child should complete it by Friday 23rd February.

After completed forms have been received, we will then work on your child's 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 child's curriculum starting September 2024.

ADVICE TO PUPILS

You have a wide selection of optional subjects. 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. Taster sessions will be organised for you to get experience in new subjects so don't be afraid to ask questions.

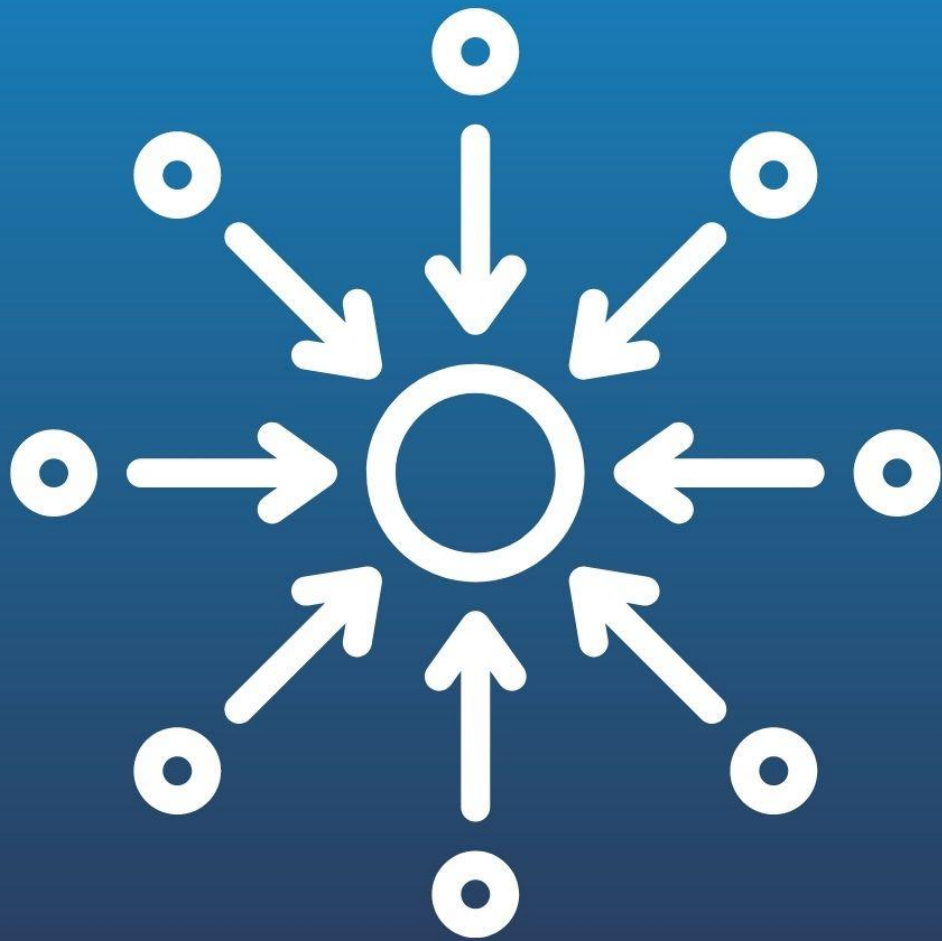
(d) Beware of selecting your subjects **for the wrong motives**. DO NOT:

- let your friends decide for you
- allow yourself to be influenced by your preference 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 **OPTIONS**

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.

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.

Pupils who achieve a Progress Grade of Secure or Developing in Mathematics, on their Data Cards, are likely to be studying Foundation Tier Mathematics at GCSE.

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

PSHE at Range High School

The vision of delivering PSHE and Citizenship at Range High School is that it can become the means by which our students can become resilient individuals who are prepared, informed and equipped for an ever-changing world to which they feel certain they can contribute in a meaningful way.

Our vision is ambitious yet personalised to our students. At the core of our subject is the responsibility to educate our students to make positive contributions to their future as well as empowering them to become world changers; able to make decisions and become global citizens. Whether this be through them better understanding themselves, through campaigning or a future career. We expose our students to local, national and international issues, encourage them to find solutions to the risks. We believe it is our privilege and duty to share with our students, the opportunities around them and therefore we teach our students core life skills, promoting them in becoming critical thinkers and reflective young adults.

In turn, our vision is that the lessons encourage our students to look at the world with an informed and enquiring mind, where they are equipped to leave Range High, with the skill-set and ability to become confident, informed and questioning young adults, with the future to which they aspire.

RSE at Range High School

At Range High School we believe that our high quality Relationships and Sex Education will stay with our pupils for life. RSE is not about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle of relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. RSE at Range is pioneering an innovative curriculum fit for the world our young people are living in. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Range we are committed to the important role that RSE plays in pupils' holistic education and we aim to build on the RSE programmes covered in Primary School.

GCSE Citizenship at Range High School – Year 9-10

Citizenship Studies is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally. Students will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. They will explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts. They will experience taking citizenship action and learn from trying to make a difference themselves.

The course content is divided into five themes:

- A: Living together in the UK
- B: Democracy at work in the UK
- C: Law and justice
- D: Power and Influence
- E: Taking citizenship action

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Citizenship Studies consists of two externally examined papers. Students must complete all assessment in May/June in any single year. We envisage that the majority of students will have taken the pathway and achieve a GCSE in citizenship by the end of year 10. There will be an alternative provision for those who will not.

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 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. In Year 10 pupils also have the opportunity to take part in Pilates, Zumba or 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

Science at GCSE level aims to develop students' knowledge and understanding of scientific theories, but also their ability to apply that knowledge, analyse and evaluate information, in practical and everyday scenarios. It gives students good life skills, regardless of the path they follow.

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 1-1 to 5-5, and Higher Tier assesses Grades 4-4 to 9-9. You will sit six examination papers – two for each subject, each paper is 1hour 10minutes in length.

Pathway B – GCSE Separate Science

(You must consistently achieve Extending or Excellence and be recommended by your class teacher to follow Pathway B)

You will study all three Sciences and receive three GCSE qualifications grades 9-1. (Biology, Chemistry and Physics) You will sit six examination papers - two for each subject, each paper is 1hour 45minutes in length.

The content of the course

Biology topics include: Cell biology, Genetics, Natural selection, Ecosystems, Animal coordination, Plant structures and their functions, Health, disease and the development of medicines

Chemistry topics include: Atomic Structure, Periodic table, Bonding, Organic chemistry, Chemical change, Fuels, Atmosphere, Calculations, Energy changes, Rates of reaction

Physics topics include: Forces, Waves, Energy, Electricity, Magnetism, 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.

Practical work is a very important part of the science GCSEs, not only to consolidate learning, but also to develop skills in planning, analysing and evaluating. These practical skills will be assessed as part of the written examinations at the end of 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.

Spanish

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 Spanish, 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 Spanish is spoken

The content of the course

Theme 1: People and lifestyle (identity and relationships with others, healthy living and lifestyle, education and work)

Theme 2: Popular culture (free-time activities, customs and festivals, celebrity culture)

Theme 3: Communication and the world around us (travel and tourism, media and technology, environment and the people around us)

How the course is assessed

Pupils sit four papers in Spanish (listening, speaking, reading and writing). Each paper is worth 25% of the overall grade. Foundation and higher tier papers are available for all four components. Speaking exams will take place in April 2026 and listening, reading and writing exams will take place in May/June 2026. Pupils must be entered for a single tier across all papers. All examinations are externally assessed.

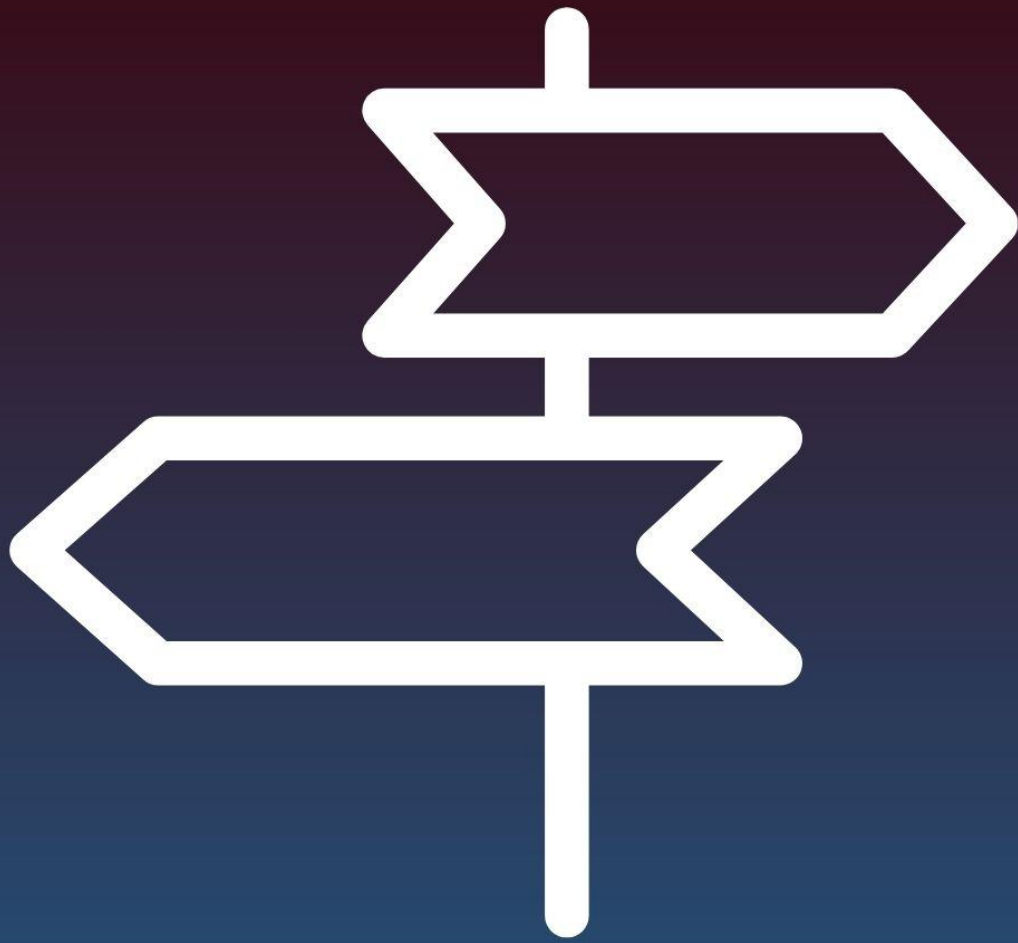
What the qualification could lead to

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 Spain as well as access to a variety of authentic online materials via various engaging IT packages.

Please note that some pupils will follow an alternative pathway in Spanish, following discussion with pupils and families.



OPTIONAL SUBJECTS

Art & Design

Introduction

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. Final submission of your work, including portfolio, sketch books etc. will be in April of year 11 and work is 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 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 larger established firms. You gain an understanding of many business concepts (listed below) and appreciate the challenges and choices faced by entrepreneurs, workers and managers. You will also look at the local, international and global impacts of businesses.

The content of the course

The course covers a broad variety of topics which include:-

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

How the course is assessed

At the end of Year 11 you will sit 2 written papers. Each paper has a 50% grade weighting. Questions include multiple choice, short mark and extended answer questions. You will also be required to answer questions based on a case study or data.

Additional information

A cross-unit activity takes place during the summer term of Year 10, when pupils set up their own 'mini enterprise' companies and sell their 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 trips and physical activities such as visiting Alton Towers to look at marketing and sales or 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 career
- Gives you the opportunity to investigate how businesses in a range of sectors and sizes work.

If you enjoy watching programmes such as Dragon's Den and The Apprentice or you like keeping up to date with business and economic issues, you will also find this subject interesting.

What the qualification could lead to

Many of our GCSE Business Studies pupils go on to study A Level Business Studies, A Level Economics or BTEC Business Level 3 Diploma (equivalent to 2 A Levels). The course will equip you with a range of transferable skills such as problem solving, team working, decision making, financial literacy which will prepare you for a range of higher education course and business professions.

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 40% for the exam and 30% 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

Introduction

Do you love numbers and mathematics? Do you love a challenge? Do you have good problem solving skills, resilience and patience? If you answered yes to all of these questions, then GCSE Computer Science is the right course for you.

The Computer Science department achieves extremely high levels of academic success at GCSE Level. Our August 2023 exam results are as follows:

- **44% Grades 8-9** (18% Nationally)
- **61% Grades 7-9** (41% Nationally)
- **100% Grades 4-9** (78% Nationally)

The aim of the course

GCSE Computer Science is **not a practical course**. Students will not be using computers or using the software installed on our school network. GCSE Computer Science is a theory based qualification that looks at the complex architecture of a computer system and the complex thinking and logic that goes into designing, writing and debugging algorithms and programing code.

The content of the course

Unit 1 Computer Systems <ul style="list-style-type: none">• Systems architecture• Memory and storage• Networks and protocols• Network security• Systems software• Ethical, legal, cultural and environmental impacts	Unit 2 Computational Thinking, Algorithms and Programming <ul style="list-style-type: none">• Algorithms• Programming fundamentals• Producing robust programs• Boolean logic• Programming languages
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How the course is assessed

- Assessment is 100% examination
- Unit 1: Written Paper – 1 hour 30 minutes – 80 marks - 50%
- Unit 2: Written Paper – 1 hour 30 minutes – 80 marks - 50%

What the qualifications could lead to

This qualification would create a foundation for students who are thinking of a career in computer forensics, programming, hardware design and network management.

Additional information

This qualification has a huge amount of mathematical content. This is NOT a practical course. Instead, this is a theory based qualification and students will be working off the computers for the vast majority of this course.

Students have completed a sample GCSE Computer Science unit and assessment in the first term of Year 9. We ask that students considering this qualification have achieved a grade 4.

If you want to take GCSE Computer Science, this needs to be agreed with your subject teacher in advance of your application.

Dance

Introduction

GCSE Dance is an option that has grown in popularity since its introduction in 2019. Dance is taught in our specialist dance studio which has a sprung floor, air conditioning, ceiling to floor mirrors, ballet bars and music system.

Dance is taught by our specialist dance teacher, Mrs Gallagher who has a wealth of experience as a professional dancer before becoming a teacher.

If dance is something you enjoy and excel in, this is an exciting option for you.

The aims of the course

Dance is a powerful, empowering 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 practical component of the course enables you to study dance by 'doing' and the anthology of professional works will provide you with a springboard for the development of creative and engaging practical tasks.

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 performance choreographed in a dance style of your choice.
30% of GCSE
40 marks

Component 2

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

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The GCSE Dance Anthology

The anthology's mix of artistic, cultural and aesthetically diverse works, has been selected to broaden knowledge and understanding of the wide range of dance choreographed and performed in the United Kingdom today.

Together the six works include:

- different dance styles and fusions of style
- a selection of established and emerging choreographers
- different numbers and combinations of dancers
- a variety of choreographic approaches
- different choreographic structures
- a variety of types of performance environment
- a variety of aural settings
- inclusive dance
- dance influenced by other cultures.

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. Dance outside of school is advised.

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 you 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.

Cambridge National Engineering Design

Introduction

Cambridge National in Engineering Design will inspire and equip you with the confidence to use design and technical ability that are relevant to the sector and the wider industry. The knowledge and skills you learn, particularly those concerned with rapidly developing technologies, will be extremely valuable.

It's a vocational qualification, equivalent in value to a GCSE and contains both practical and theoretical elements.

The aims of the course

- Learn how designs are developed – including what information is needed and how manufacturing influences design
- Develop communicating designs using sketches, drawings and computer aided design (CAD), producing accurate and detailed drawings and models
- Learn how designers create and test models to make a working prototype
- Develop skills in making your own high-quality models to represent design ideas.

The content of the course

1. Principles of Engineering Design (External Exam)
 - o Design strategies, iterative design, developing a design brief and specification, manufacturing considerations and design communication and modelling.
2. Communicating Designs (Non Examined Assessment)
 - o Sketching and engineering drawing, drawing conventions, 2d and 3d computer aided design (CAD), developing design proposals
3. Design, evaluation and modelling (Non Examined Assessment)
 - o Creating and testing virtual models, planning the production of a prototype, producing and evaluating a prototype.

How the course is assessed

Non-Exam Assessment (Coursework) (2 x 60 marks = 60% of the GCSE)

A written examination (70 marks = 40% 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 • Electronic Engineering • Automotive Engineering • Aerospace Engineering • Mechanical Engineering • Civil & Structural Engineering • CAD/CAM Specialist

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.

BTEC Digital Information Technology Level 2

The aim of the course

This qualification is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement other GCSEs. It will introduce students to demanding material and techniques, encourage independence and provide tasks that engage learners with the most taxing within digital information technology.

The content of the course

Students will cover:

- the development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces and dashboards as a way to present and interpret data
- the process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- the attitudes that are considered most important in digital information technology, including personal management and communication
- the knowledge that underpins effective use of skills, process and attitudes such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

How the course is assessed

The course is assessed at the end of the qualification. Students will be awarded a grade from Pass at Level 1 through to Distinction* at level 2.

Unit	Method of Assessment	Weighting
1 - Exploring User Interface Design Principles and Project Planning Techniques	Internal – This unit is completed during lesson time. It is marked by your teacher and checked by the exam board.	30% of overall qualification
2 - Collecting, Presenting and Interpreting Data		30% of overall qualification
3 - Effective Digital Working Practices	This is an exam unit that is marked by the exam board.	40% of overall qualification

For the internal units, students may be asked to:

- Research aspects of digital information technology
- Produce designs or planning documents that meet a set brief
- Create a detailed written report
- Write a detailed review or evaluation

The examination includes short answer and extended response questions.

What the qualifications could lead to

This qualification could lead to a career in data science, big data, data management, cyber forensics, computer security and application development.

Additional information

This qualification has a substantial amount of written work. The vast majority of the marks are awarded for students written work rather than the products that they create.

We ask that students taking this course commit to attending additional lunchtime sessions throughout the duration of the course to complete assignment work so that students can fulfil their potential.

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, 1 hour 45 minutes, 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 ~ The Woman in Black, Othello, Blood Brothers, An Inspector Calls, Wicked and others.

Pupils who take Drama at GCSE are invited to take part in our overnight theatre trip to London where we attend 2 shows as well as back stage theatre tours.

BTEC Tech Award in Enterprise

Introduction

BTEC Tech award in Enterprise has been designed to help you to develop your entrepreneurial skills through practical, skills-based learning.

The aims of the course

This course has task based assignments which allow you to demonstrate your knowledge and skills in real life, work-related scenarios.

The content of the course

The course covers a broad variety of topics which include:-

- The characteristics of enterprises
- How market research helps enterprises to meet customer needs and understand competitor behaviour
- Factors that contribute to the success of an enterprise
- Exploring ideas for your own micro enterprise and planning and pitching to a panel.
- Methods of promotion
- Business finance

How the course is assessed

The course is made up of three components: two will be internally assessed by your teacher and the other is an external exam.

Component 1 – Exploring Business. 30% of course. Internally assessed

Component 2 – Planning for & Pitching an Enterprise Activity. 30% of course. Internally assessed.

Component 3 – Promotion and Finance for Enterprise. 40% of course. External Exam.

Additional information

You will enjoy this course if you prefer to complete coursework rather than take external exams as 60% of this course is assessed through coursework.

If you enjoy watching programmes such as Dragon's Den and The Apprentice or you like keeping up to date with business and economic issues, you will also find this subject interesting. There will be a range of trips and speakers to relate the theory to real life business situations.

What the qualification could lead to

The majority of students will continue on the BTEC route and complete the BTEC Business Level 3 Diploma (equivalent to 2 A Levels) although some may decide to study A Level Business Studies or A Level Economics. This course focuses on developing your technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving which will give you the confidence to progress onto a vocational or academic pathway as well as preparing you for future employment. Enterprise skills provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all businesses.

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 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.

Minimum requirements

This demanding course will suit pupils who have been engaged with and completed a course of KS3 DT food including foundation skills during practical lessons.

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

Anglo Saxon and Norman England c1060-1088 (55 mins – 20% of GCSE)

Superpower Relations and the Cold War 1941-1991 (55 mins – 20% of GCSE)

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	% of the course	Length of Paper
1: Exploring the Media	40% of the overall mark	1 hour 30 minute paper
2: Understanding Media Forms and Products	30% of the overall mark	1 hour 30 minute paper
3: Creating Media Products	Centre based work	

Skills:

- Analysis
- Evaluation
- Creativity

Supporting Subjects:

- English Literature
- Business Studies
- History

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

Creative industries account for 1 in 11 jobs and is growing by 5% every year, the fastest growing industry in the UK. Having a qualification in media will allow you to think more creatively in your problem solving. Past students have gone on to work in Radio, Fashion Photography, Graphic Design for the music industry, events planning and even into owning their own businesses.

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
- Apply skills and techniques in a music performance, creation or production.

2. Music Skills Development

This component allows you to:

- Learn about the different roles within the music industry
- Investigate relationships between different areas of the music industry
- Choose a job role and explore the skills needed to fulfil it
- Develop a range of skills
- Reflect on your progress, and on areas for improvement.

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 non-exam internally assessed, externally moderated assignments, which are released by the exam board twice a year. 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

Introduction

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 and an Individual topic which is self-led and can include themes such as, Macro, Journeys and Fairy Tales. 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

Final submission of your work, including portfolio/sketch books etc. will be in April of year 11 and work is 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. Theoretical Knowledge

The theoretical aspect of the course is split into two sections. Unit 1 focuses upon the human body and movement in physical activity and sport. Unit 2 looks at socio-cultural influences and well-being in physical activity and sport.

2. 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'.

3. Analysis of Performance

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

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

Introduction:

Cambridge Nationals are vocational qualifications equivalent to GCSE's. There is no assessment of pupil's sporting performance which is a big difference to GCSE PE.

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- Understanding how to prevent and treat sporting injuries
- Understanding how different medical conditions can affect sports performance
- Applying the principles of training to fitness and skills development for sporting activities
- Understanding how to apply knowledge of good nutrition to improve sporting performance
- Understanding how the body systems change and develop in response to physical training
- Understanding how technology can assist in measuring the changes in your body during physical training.

The qualification will also help you to develop learning and skills such as; completing research, working with others, planning training programmes, evaluating and making recommendations to help improve performance, leadership skills, healthy living and lifestyle skills.

The aims of the course:

- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Prepare participants for physical activity in ways which keeps them safe as well as learning how to react should injuries happen and how to recognise common medical conditions
- Learn how to conduct fitness tests, including interpreting and feeding back on the data you get from these as well as how to design, implement and evaluate fitness training programmes
- Develop knowledge of how the body responds to exercise and understand how technology helps inform us of these changes, or a delve into the world of sports nutrition to understand how what we eat can impact our performance in sport.

The content of the course:

Mandatory - Unit 1: Reducing the risk of sports injuries and dealing with common medical conditions

Mandatory - Unit 2: Applying the principles of training: fitness and how it affects skill performance

Optional - Unit 3: The body's response to physical activity and how technology informs this

Optional - Unit 4: Nutrition and sports performance

How the course is assessed:

You will be assessed on 3 units. Unit 1: Reducing the risk of sports injuries and dealing with common medical conditions is an externally assessed exam. The remaining units are all coursework based and internally assessed. This qualification is appealing for those who prefer coursework over exams.

What the qualification could lead to:

- Studying an A-Level equivalent Cambridge Technical at Sixth Form
- A wide range of careers within the sport and leisure industries
- A large number of university courses