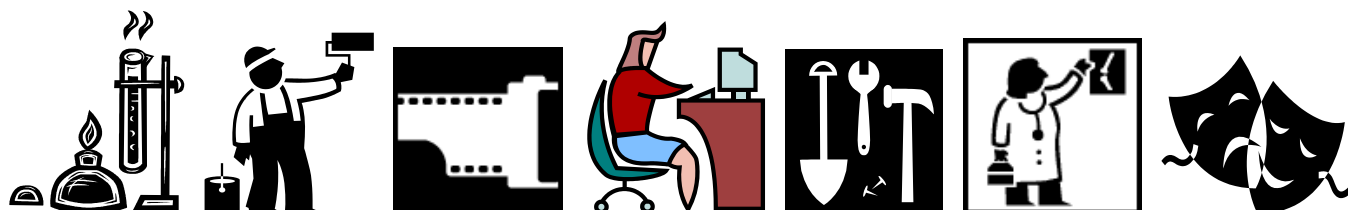




High Standards ~ High Achievers



OPTIONS BOOKLET

2018 – 2021

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

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HELPING YOU MAKE A DECISION

All students will need to develop certain key skills to equip them for College, for future employment and to be able to take a full and active part in society as an adult. The Key Stage 4 curriculum consists of a core curriculum which all students follow. The subjects that make up the core curriculum are English, Mathematics, Science, Religious Education, Information Technology and Physical Education.

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

GCSEs are full, single Level 2 qualifications.

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

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

We all have our own individual strengths, abilities, interests and aspirations. To help ensure that we meet the individual needs of all we have created pathways within our option system which all students can follow.

Making important choices in your life is always challenging and at Ruskin Community High School we are committed to ensuring all young people are fully supported. All students have taken part in Year 8 careers education where the idea of Options was introduced:

- The Option process is outlined through PSCH, assemblies and tutor time from October. Curriculum leaders have dedicated assemblies focusing on subject areas.
- Parents /Options Evening on the **8th March 2018** will be held to provide information about the courses we offer and provide an opportunity for both parents/carers and students to speak to subject staff individually and a representative from South Cheshire College and Reasheath College.
- After the completed options form has been returned students will have the opportunity to be interviewed by a senior member of staff.

ADVICE ON MAKING CHOICES

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

- Ability
- Interest and preference
- Future career aspirations
- Take care not to confuse career with a job. Careful choice and combination of subjects will provide you with the necessary subjects upon which to build a career in a particular area.

and remember

- The need to ensure a well-balanced and broad choice of subjects from the different curriculum areas.

The completed Option Form needs to be returned by
FRIDAY 16TH MARCH 2018

Options

In addition to studying the Core Curriculum your child will also be able to select 3 options subjects. These subjects are in addition to the Core Curriculum. GCSE's are full, single Level 2 qualifications. They will also select either ICT or RE as part of their core studies.

GCSE Reforms

The Government is over halfway through the implementation of its reform of GCSEs. The aim of the Government reforms is to increase vigour and further develop the literacy and numeracy skills of young people nationally to better prepare them for the workplace or further study.

There will be an emphasis on students acquiring a core of essential knowledge in English, Maths and Sciences. Specifications for all subjects will have a greater depth and breadth of knowledge required and the level of thinking needed to achieve a top grade will be higher. The assessments are likely to be more challenging than they have been in the past and your teachers have been planning for these changes for some time.

Some of the key changes with the new, reformed GCSEs will be as follows:-

- All assessments will be at the end of the courses in Year 11. There will be no more modules.
- Exams will form 100% of the assessment in nearly every subject. Coursework and controlled assessments will cease in most subjects.
- There is a new grading scale which uses numbers instead of letters. The scale will be 9 to 1 with 9 being the highest.

Are you wondering what subjects to study for GCSE?

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

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

If you are especially interested in a career related to the National Health Service. Then use the website www.stepintohenhs.nhs.uk where you can find information on all careers related to working in Hospitals or Medical centres plus a questionnaire which you can complete to generate career ideas.

If your interests are in more Scientific, Technical or Engineering career areas then visit www.futuremorph.org where you will find information on these areas plus videos of what the work will involve. Once on the home page just select your age range from the tool bar at the top of the page to view relevant information.

www.icould.com is another good site to use with lots of information on careers and options often delivered through videos. You even take a fun "Buzz Quiz" which will produce some careers that match your personality type.

THE
CORE SUBJECTS
WHICH
ALL STUDENTS
WILL BE STUDYING ARE:

ENGLISH

MATHEMATICS

SCIENCE

RELIGIOUS STUDIES
OR
INFORMATION TECHNOLOGY

PHYSICAL EDUCATION



ENGLISH LANGUAGE ENGLISH LITERATURE



Core		Qualifications
Number of Periods: Year 9 - 8 Year 10 - 9 Year 11 - 7		EDUQAS (WJEC) English Language AQA English Literature

About the Course

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

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

The course leads to a GCSE in TWO subjects:

GCSE English Language

GCSE English Literature

Assessment English Language

Paper 1: 1hr 45 mins (40%)

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

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

Paper 2: 2hrs (60%)

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

WRITING - Two compulsory transactional/persuasive writing tasks

Component 3: Spoken Language

Non-exam assessment/Unweighted

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

Assessment English Literature

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

Section A - Shakespeare

Section B - The 19th-century novel

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

Section A - Modern texts

Section B - Poetry anthology cluster

Section C - Unseen poetry

Progression Route

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

Students can progress onto A-Level qualifications at 16. It is highly relevant for those students interested in a career in journalism, law and teaching.



MATHEMATICS



Core		Qualifications
Number of Periods: Year 9 - 8 Year 10 – 8 Year 11 – 8		GCSE

About the Course

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

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

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

Coursework Requirements

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

Assessment

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

Progression Route

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

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



RELIGIOUS STUDIES

(Philosophy and Applied Ethics) Short Course

Core		Qualifications
Year 9 – 3-4 hours Year 10 – 3-4 hours Year 11 – 3-4 hours		Sets 1-3 Full Course GCSE Sets 3, 4 and 5 Core non examined RE

About the Course

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

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

Section 1—Contemporary ethical themes

- **Human rights and social justice** (responsibilities associated with human rights, the use of wealth and exploitation of the poor)
- **Crime and punishment** (types of crime, treatment of criminals and the purpose of punishment)
- **Religion, peace and conflict** (peace, forgiveness, terrorism and war)
- **Relationships** (marriage, divorce, contraception and gender roles)

In the second component of the course students explore religious beliefs, teachings and practises based on Christianity and one other religion.

Section 2- The study of religions: beliefs, teachings and practises

- **Beliefs and teachings** (belief about God, the afterlife)
- **Practises** (different forms of worship, festivals and places of worship)

Assessment

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

The final award will be: 1-9

Is the course for me?

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

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

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

If you are interested in human behaviour, then yes.

Where next?:

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

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



Information Communication Technology



Core		Qualifications
Year 9 – 3-4 hours Year 10 – 3-4 hours Year 11 – 3-4 hours		Awaiting information from Ofqual

About the Course

We are currently waiting for information from Ofqual, the qualifications regulator, regarding what ICT qualifications will be available in the future.

However, the skills you learn in ICT are essential for a huge range of careers and we will offer a course that covers some or all of the following skills and experiences;

Office based packages that develop skills using spreadsheets, databases, word processing, presentations and publishing software.

Creating digital media including web design and multimedia.

Assessment

To be confirmed

Progression Route

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

How would it help me in future?

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



PHYSICAL EDUCATION



Core Year 9 – 2 hours Year 10 – 2 hours Year 11 – 2 hours	Qualifications Accredited NGB Coaching and Leadership Awards
<p>About the Course</p> <p>The PE course is a compulsory part of the education programme for all students; we offer a wide choice of activities.</p> <p>Every half term students choose a different course which offers the challenge of physical development and progressive difficulty so that higher levels of achievement and knowledge in each particular activity can be reached.</p> <p>The main focus in Key Stage 4 is on roles and responsibilities within Sport and PE. Students will further develop their skills, application of skills, independent learning and leadership and knowledge of health lifestyles.</p> <p>Emphasis is also placed on enjoying through achievement in activities within an environment that prepares them for post 16 sports and leisure opportunities. Cooperation amongst, and consideration for others, are priorities. Students learn to value themselves and others in a positive way.</p> <p>Students must have the Ruskin PE kit for each activity.</p> <p>The choices offered during the 2 years include: Athletics, Badminton, Basketball, Cricket, Football, Handball, Hockey, Lacrosse, Netball, Rounders, Skiing, Softball, Tennis, Trampolining and Volleyball. Other leadership courses are being planned which are recognised as National Qualifications in Sport and will be made available to students.</p> <p>Pupils will also have the opportunity to gain qualifications in National Governing Body accredited coaching and leadership qualifications throughout KS4.</p>	
<p>Coursework Requirements</p> <p>Students opting for leadership courses will have some practical and theory coursework to complete.</p>	
<p>Assessment</p> <p>Teacher assessment will be ongoing over the Keys Stage with students assessed on their skills, application of skills, independent learning, leadership and knowledge of healthy lifestyles.</p>	
<p>Progression Route</p> <p>From the Leadership Awards students can go on to further professional coaching qualifications. Students are able to continue their physical activity as part of a lifelong healthy lifestyle.</p>	



SCIENCE



Core Year 9 – 9 hours Year 10 – 8 hours Year 11 – 9 hours		Qualifications GCSE Core Science GCSE Additional Science GCSE Further Additional Science
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About the Course

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

This course aims to give every student the basic Scientific literacy to actively participate in the modern world.

Most students will complete two separate coordinated Science qualifications which have elements of Biology, Chemistry and Physics. These are **GCSE Science** in Year 10 and **GCSE Additional Science** in Year 11.

This subject makes a significant contribution to Enterprise Education.

Coursework Requirements

The coursework requirement consists of a controlled assessment for each GCSE. This takes place in ordinary timetabled lesson times and comprises students researching a topic, planning an investigation under examination conditions, carrying out a practical and then analysing and evaluating their findings under examination conditions.

Assessment

GCSE Science is assessed at 2 levels:

Higher Level Grades A* - C and Foundation Level Grades C - G.

Science is now a linear course so three examinations, 1 hour duration, would be completed in the summer of Year 10 and the summer of Year 11. For those students entered for Further Additional Science there would be an additional 3 examinations in the summer of Year 11.

Controlled assessment takes place in Year 10 and in Year 11.

Progression Route

Good grades in Science are essential for many careers in Industry, Engineering, Medicine and Healthcare, as well as playing an important part of many others.

This qualification gives all students the opportunity to advance to vocational qualifications such as BTEC and A levels and thereafter Degree level qualifications.

Options

Year 8 Choice Subjects 2018 – 2021

Spanish (EBacc)
Geography (EBacc)
History (EBacc)
Computer Science (EBacc)
Art and Design (Fine Art/Textiles)
Business Studies
Dance
Food Preparation & Nutrition
Music
GCSE Physical Education
Level 2 Cambridge National in Sport Studies
Product Design



MODERN FOREIGN LANGUAGES

FRENCH

Optional		Qualifications
Number of Periods: 5	EBacc	AQA GCSE

About the Course

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

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

Themes:

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

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

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

Assessment

Paper 1: Listening

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

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

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

25% of GCSE

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

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

Section B – questions in French, to be answered in French or non-verbally

Paper 2: Speaking

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

How it's assessed: Non-exam assessment

7–9 minutes (Foundation Tier) + preparation time

10–12 minutes (Higher Tier) + preparation time

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

25% of GCSE

Foundation Tier and Higher Tier: The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3: Reading

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

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

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

25% of GCSE

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

Section B – questions in French, to be answered in French or non-verbally

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

Paper 4: Writing

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

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

50 marks at Foundation Tier and 60 marks at Higher Tier

25% of GCSE

Foundation Tier: Question 1 – message (student produces four sentences in response to a photo) – 8 marks

Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks

Question 3 – translation from English into French (minimum 35 words) – 10 marks

Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier: Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks

Question 3 – translation from English into French (minimum 50 words) – 12 marks

Progression Route

AS or A2 in Modern Foreign Languages.

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

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

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



MODERN FOREIGN LANGUAGES SPANISH



Optional		Qualifications
Number of Periods: 5	EBacc	AQA GCSE

About the Course

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

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

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

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

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

Assessment

Paper 1: Listening

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

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

25% of GCSE

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

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

Section B – questions in Spanish, to be answered in Spanish or non-verbally

Paper 2: Speaking

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

How it's assessed: Non-exam assessment

7–9 minutes (Foundation Tier) + preparation time

10–12 minutes (Higher Tier) + preparation time

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

25% of GCSE

Foundation Tier and Higher Tier: The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3: Reading

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

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

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

25% of GCSE

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

Section B – questions in French, to be answered in French or non-verbally

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

Paper 4: Writing

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

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

50 marks at Foundation Tier and 60 marks at Higher Tier

25% of GCSE

Foundation Tier: Question 1 – message (student produces four sentences in response to a photo) – 8 marks

Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks

Question 3 – translation from English into French (minimum 35 words) – 10 marks

Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier: Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks

Question 3 – translation from English into French (minimum 50 words) – 12 marks

Progression Route

AS or A2 in Modern Foreign Languages.

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

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

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



GEOGRAPHY

Optional		Qualifications
Number of Periods: 5	EBacc	GCSE

About the Course

As from 2016 all Geography GCSE courses have been changed to take into account national guidance from the government.

At Ruskin we study the AQA GCSE course as the format and types of questioning suit our students; meaning we get some of the best GCSE results in the school. The new course is split into the two elements of geography. Traditional physical geography topics are studied; such as natural hazards, climate change, biomes and physical features of the UK - rivers, mountains and coasts. The human geography topics are now truly relevant to the 21st Century. These topics include managing resources, economic challenges and the development urban areas. The theme of how people interact with the environment and influence global decisions runs throughout the course. Geographical skills such as map reading, GIS and interpreting photographs are also developed as well as numeracy skills such as the manipulation of fieldwork data.

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

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

Coursework Requirements

This is one of the biggest changes from GCSE courses in the past. Students will carry out 'hands on' field work, but they are not required to complete a lengthy piece of course work. Instead the field work techniques and data interpretation are tested under exam conditions at the end of the course. Students will go on at least two field trip visits. One trip will be to study the human geography content of the course and one to study an aspect of the physical geography content of the course.

Assessment

All exams are sat at the end of year 11:

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

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

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

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



HISTORY



Optional		Qualifications
Number of Periods: 5	EBacc	GCSE

About the Course

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

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

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

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

Assessment

4 areas of study to be examined

Paper One

Section A Period Study: Germany, 1890-1945 Democracy and Dictatorship: *Growth of Democracy, including the rise of extremist political parties the Communists and the Nazis. The Great Depression and its effects including the appeal and the election of Adolf Hitler. The experiences of Germans under Nazi rule including the Holocaust. The Impact of Racial policy and persecution*

Section B Wider World Depth Study, Focus on international conflict and tension 1894 – 1918: *The causes of the First World War, including the Alliance system; the Schlieffen plan. The stalemate during the First World War, including developments in trench warfare, the Battle of the Somme and Passchendaele. Ending the war including withdrawal of Russia and entry of the USA and Germany's surrender and armistice. (Potential trip to WWI Battlefields in France and Belgium in Year 9)*

Paper Two

Section A thematic study. Britain: Health and the people c1000 to the present day. *Medicine stands still: The beginnings of change, A revolution in Medicine for example Surgical procedures and the use of anaesthetic for the first time, Modern Medicine including medical breakthroughs such as vaccinations and Edward Jenner, germ theory and Louis Pasteur. Development of medicines such as penicillin and the role of Public Health organisations for improvements.*

Section B British Depth study: Elizabethan England c 1558-1603. *Elizabeth's court and Parliament. Life in Elizabethan Times, including the Golden age and circumnavigation and trade voyages. Troubles at home and abroad, The execution of Mary Queen of Scots and the Spanish Armada The Historical environment of Elizabethan England.*

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



COMPUTER SCIENCE



Optional Number of Periods: 5	EBacc	Qualifications GCSE
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About the Course

There are three components to the course. The first unit is computational thinking and problem solving, this requires pupils to sit an external exam about the theory of computing. Students will learn about algorithms, programming, data representation and computer systems. There will be a written exam at the end of year 11 that contributes towards 40% of the GCSE.

The second aspect is a written assessment that covers computer networks, cyber security, ethic, legal and moral considerations and software development. Again, there will be a written exam at the end of year 11 that contributes 40% towards the final GCSE.

Finally, students are expected to complete a non-exam assessment whereby students apply the skills that they have learnt in a practical report worth 20% of the overall grade.

Home learning is an important part of the course. There will be theory based homework for units 1& 2. Unit 3 has to be carried out under controlled assessment conditions and so has to be completed at school with teacher supervision

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

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

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

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

Assessment

The course will lead to one GCSE at grades A*-G

How would it help me in future?

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

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

You must have at least a level 6 in ICT and maths



TRIPLE SCIENCE



9 HOURS PER FORTNIGHT	EBacc	Qualifications GCSE Combined Science GCSE Triple Science
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About the Course

This course is only offered to those students achieving a Grade 3+ and above at KS3.

Candidates will complete the three separate GCSEs (Biology, Chemistry and Physics) over three years and will be examined at the end of Y11.

Most students will complete the GCSE Combined Science course, which covers fundamental concepts within Biology, Chemistry and Physics.

Some students will study GCSE Triple Science, which covers the same fundamental concepts as the GCSE Combined Science, but further deepens and extends students' knowledge in all three areas. This will provide a more comprehensive understanding of biology, chemistry and physics for those students who want to go on to study STEM subjects at a higher level.

Science makes a significant contribution to Enterprise Education.

Assessment

These are both linear qualification. In order to achieve either qualification, students must complete all assessments at the end of the course. There is no coursework element; therefore students are assessed solely through exams.

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

Triple Science;

6 exams; 2 biology, 2 chemistry and 2 physics

All 1 hour 45 minutes

Progression Route

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

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

Optional Number of periods: 5		Qualifications GCSE
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About the Course

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

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

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

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

Coursework Requirements

The course is split into two units.

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

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

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

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

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

Assessment

In Fine Art students are assessed against four attainment objectives.

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

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

Progression Route

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



ART & DESIGN - Textiles



Optional Number of Periods: 5		Qualifications GCSE
<p>About the Course The Textiles course builds on and further develops the knowledge skills and understanding gained during the Key Stage 3 course.</p> <p>The course will continue to challenge each student to extend their individual experiences in using materials and techniques to produce personal responses to tasks or projects.</p> <p>As in Key Stage 3 students will use a range of materials and processes including ICT to develop individual responses to the set tasks. Exploring and using the work of artists, designers and that produced in other historical periods and cultures will be an essential element of the course.</p>		
<p>Coursework Requirements The course is split into two units.</p> <p><u>Unit 1 - Coursework (60% of the final grade):</u></p> <p>During the course we will be producing work based on at least two project/task briefs. Students will aim to produce a final portfolio of work that contains evidence of: practical work, research studies including recording from direct observation, engagement with the work of artists, investigation of materials and processes, ideas development work, critical evaluations and responses. This evidence must be presented in the form of a portfolio and include all aspects of the above.</p> <p><u>Unit 2 – Externally set task (40% of the final grade):</u></p> <p>Students will be provided with a set of starting points from the exam board. This will be given out in the spring term during Year 11. Students have to produce preparation work during this period. A final response to the starting point will be produced during 10 hours of unaided time in examination conditions. All the work from this unit must be presented for assessment.</p>		
<p>Assessment In Textiles students are assessed against four attainment objectives.</p> <p>During each task in Unit 1 students will be assessed on progress. At the end of Unit 2, the 10 hour unaided time, teachers will assess the work presented and this mark along with that from Unit 1 will be presented to the board.</p> <p>A selection of units will then be asked for by a visiting moderator.</p>		
<p>Progression Route The course is suitable for candidates who wish to go on to further study in Art and Design in GCE Advanced subsidiary or Advanced or the Foundation GNVQ, Intermediate GNVQ or Advanced Vocational Certificate of Education.</p>		



BUSINESS STUDIES



Optional Number of Periods: 5		Qualifications GCSE
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About the Course

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

Examples of topics covered are:

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

This course makes a significant contribution to Enterprise Education.

Coursework Requirements

This is one of the new GCSEs and there isn't any controlled assessment or coursework element to the course.

Assessment

2 written examination papers – each 50% of final grade, both 1 ½ hours.

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

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



DANCE

Optional:		Qualification:		
Number of Periods: 5		GSCE		
About the Course: The New AQA Dance specification is an academic qualification which combines students' knowledge of three key areas: Dance Performance, Choreography and Appreciation. The aim is to work across each of these disciplines, linking practical technique to analysis and theoretical elements. Both male and female dancers are able to achieve successfully within this course. It is not essential that students have prior dance training; but they must have a willingness to learn physically and theoretically, have confidence in performance, work well with others and demonstrate a positive attitude to classroom and extracurricular activities.				
Component 1: Practical 60% Component 2: Theory 40% Performance: Students will be required to develop technical and expressive skills, with a deep rooted knowledge of safe practice and physical attributes of a dancer. Choreography: We will explore choreographic devices, processes, and forms of choreography. The course is intended to engage students creatively in selecting and developing work from a range of stimuli and intentions. Appreciation: Aimed at developing a critical appreciation of both ourselves and others, we will study an anthology of choreographies. Through analytical, interpretive and evaluative judgements, we will explore how companies develop and stage their works, using dance specific language to illustrate intentions and features.				
Requirements:				
Component 1	Percentage of the course	Assessment	Performance	Choreography
Performance and Choreography	60%	Internally and Externally Assessed	30% of the GCSE Solo Performance- 2 set phrases (set by the exam board) Duet/Trio Performance (Created by the teacher using elements of two other set phrases) 3 ½ - 5 minutes in length	30% of the GCSE Choreography (40 marks) Select a task set by the exam board. Acting as a choreographer create a dance for: 2-5 dancers (3-3 ½mins) Solo- (2-2 ½ mins)
Component 2	Percentage of the course	Assessment		Information
Dance Appreciation (Written exam paper)	40%	Written examination 1 hr 30 mins (80 marks) Based on students' own practice in practical work and the GCSE Dance anthology		An anthology is 6 different dance works, in a variety of lengths and styles.
Examination: - Linear examinations All practical and theory exams will take place in the second year of the course (Year 11). All practical work will be assessed by the teacher and an External AQA Moderator. The formal written examination will occur during the examination season.				
Progress Route: This course would be useful for students wanting to progress further in their Dance education; those who are interested in studying Dance at A-Level or attending Private Dance Colleges. Professions in this industry can range from Dance Performance and Choreography to Teaching, Community Projects and Physiotherapy.				



FOOD PREPARATION & NUTRITION

Option		Qualifications
Number of Periods: 5		GCSE

About the Course

This course offers the opportunity to develop your knowledge and develop your skills working with food products. This includes the skills related to the preparation and service of food and the science behind cooking foods. Candidates will have knowledge and understanding of a wide range of cultural foods, a high knowledge of food practical skills, knowledge about the hospitality industry and will be aware of the processes used to cook various food products. The course also offers students the opportunity to study nutrition. The course is highly practical and will require student to provide ingredients. The practical elements are supported by clear and well-structured theory based work that will help to enhance the knowledge around food and nutrition.

Controlled Assessment Requirements

Unit 1 – Controlled Assessment based task (20%)

This will cover an investigation of ingredients and their impact to an overall food product. This will look at the science behind food preparation and will focus on the evaluative nature of the investigations carried out.

Unit 2 – Controlled Assessment based task (40%)

This will include the development of a menu. Students will be expected to investigate user groups, plan, prepare, develop and serve a 3 course meal. Once completed the process is evaluated to determine the success.

In total the investigation and the menu development will be completed in 25 hours of controlled assessment based activities.

Unit 3 – Written Examination Paper (40%)

Food and Nutrition examination taken at the end of year 11 in which all the skills and knowledge will be tested.

Progression Route

Food and Nutrition is a suitable qualification for those who want a broad background in this area and for those who wish to progress to further education. It will offer valuable preparation for those entering the world of work. The course offers a wide range of progression routes that spread wider than the food industry. The nutritional element of the course will encourage science and sports based subjects from a food technology point of view.

In terms of real life application the food industry dominates the UK market with grocery chains taking up to £177 billion per year. This is supported by the hospitality industry of restaurants and cafes worth an estimated £53 Billion per year.

WJEC Level 1/2 Vocational Award in Hospitality and Catering (Specification A)



Optional

Number of Periods: 5

Qualification

WJEC Level 1/2 Vocational Award in Hospitality and Catering (Specification A)

About the course: The WJEC Level ½ Vocational Award in Hospitality and Catering is a new practical course designed to enable learners to use the theory of Hospitality and Catering to work on real-life' purposeful experiences within and outside the school environment. The aim is for students to work in an environment that is as close to a professional kitchen as possible.

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

Students will be awarded: Level 1 Pass (Equivalent to GCSE: D-G) , Level 2 Pass (GCSE:C) , Level 2 Merit (GCSE:B) or Level 2 Distinction (GCSE: A)

Students will also complete an additional Level 2 Award in Food Safety in Catering Award during the course.

Coursework Requirements

Unit 2: Hospitality and Catering in Action

In Year 11 students will be given a real life scenario requiring them to plan and trial suitable dishes for a menu. A coursework folder will record the research and practical work for this task. There is a 4 hour practical examination in Year 11 to cook and present the dishes to a professional standard.

Written Exam

Unit 1 The Hospitality and Catering Industry

This is a 90 minute exam and is worth 90 marks. This is an on screen, e-assessment comprising short and extended answer questions based around applied situations. Learners will be required to use stimulus material presented in different formats to respond to questions.

Progression Route

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

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

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

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



MUSIC



Optional
Number of Periods: 5

Qualifications
GCSE – EDUQAS Examination Board

About the Course

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

Students considering GCSE Music should already be able to play a musical instrument or sing at a fairly competent level, or be willing to put in a significant amount of effort to develop on an instrument. Students should also be part of one of the extra-curricular music activities when studying GCSE Music.

Component 1: Performing 30% of the total GCSE mark (coursework)

This unit gives the students the opportunities to perform for 4-6 minutes in total. A minimum of two pieces, one of which must be an ensemble performance of at least one-minute duration. The other piece(s) may be either solo and/or ensemble.

Assessment: Non exam assessment (coursework) - the music is performed and recorded in school, assessed by the teacher and moderated by Eduqas.

Component 2: Composing 30% of the total GCSE mark (coursework)

Composing music emphasises the creative aspect of music and allows students to appreciate the process of creating music. The student must write **2 two compositions**, one of which must be in response to a brief set by Eduqas. Learners will choose one brief from a choice of four, each one linked to a different area of study. The second composition is a free composition for which learners set their own brief.

Assessment: Non exam assessment (coursework) - compositions written and recorded in school, assessed by the teacher and moderated by Eduqas.

Component 3: Appraising 40% of the total GCSE mark (final exam)

In this unit students develop their listening and appraising skills through the study of music across a variety of styles and genres. There are eight questions in total, two on each of the four areas of study:

Area of Study 1: Musical Forms and Devices

Area of Study 2: Music for Ensemble

Area of Study 3: Film Music

Area of Study 4: Popular Music

Assessment: 1 Hour 15minute listening exam paper - externally assessed by Eduqas.

Progression Route

Students can develop their skills further at the age of 16 by progressing to Further Education. Courses available include AS Music, AS Music Technology, BTEC Level 3 Music or BTEC Level3 Music Technology.



PHYSICAL EDUCATION

Optional	Qualifications
Number of Periods: 5	GCSE PE Full Course

About the Course

We follow the AQA GCSE PE qualification. This requires students to have good sporting ability in at **least four different activity areas**. They will also require a high level of commitment to theory work, homework and coursework.

Students will need to work as independent learners, but also be prepared to work in small and large groups.

Coursework Requirements

Students must take on different roles within a range of sports activities. The roles include Performer, Coach, Official, Leader and Choreographer.

Assessment

4 practical assessments are made in the Single Award. Students must also sit examinations which cover: Anatomy & physiology, Health related fitness, Factors affecting performance, Sport in society, Sports psychology, Leadership and Safety.

There are two one hour examinations.

The practical assessments make up 40% of the final grade.

The theory examinations make up 60% of the final grade.

Progression Route

Students may progress to Level 3 Sports qualifications including A Levels, Higher Nationals, BTEC, and OCR qualifications.

Suitable for students wishing to follow a career in:-

- Armed Services
- Public Services
- Fitness Instructing
- Physiotherapy
- Sports Stadium work
- Coaching
- Sports & exercise performance



Level 2 Cambridge National in Sport Studies

Optional	Qualifications
Number of Periods: 5	Cambridge National in Sport (equivalent to one GCSE)

About the Course

We follow the OCR Level 2 qualification. This requires pupils to have good sporting ability in at **least 2 different activity areas**. They will also require a high level of commitment to classwork, homework and coursework. This course will be more suited to pupils who have an interest in sport, respond positively to coursework and who would benefit from a more vocational qualification.

Students will need to work as independent learners, but also be prepared to work in small and large groups.

Coursework Requirements

75% of the work on this course will be internally assessed and externally moderated coursework.

Assessment:

Three coursework units:

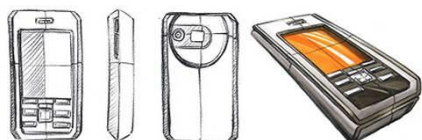
- Developing Sports Skills – centre assessed (25%)
- Developing Sports Leadership – centre assessed (25%)
- Outdoor Activities – centre assessed (25%)
- Contemporary Studies – written exam (25%)

Progression Routes:

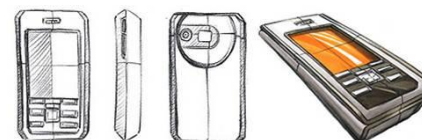
Students may progress to Level 3 Sports qualifications including A Levels, Higher Nationals, BTEC, and OCR qualifications.

Suitable for students wishing to follow a career in:-

- Armed Services
- Public Services
- Fitness Instructing
- Physiotherapy
- Sports Stadium work
- Coaching
- Sports & exercise performance



Design & Technology



Optional		Qualifications
Number of Periods: 5		GCSE

About the Course

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

Controlled Assessment Requirements

Component 1 – 2 hour Written Paper (50%)

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

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

- technical principles
- designing and making principles along with their ability to
- analyse and evaluate design decisions and wider issues in design and technology

Component 2 - Design & Make task (NEA, Approx 35 hrs) (60%)

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

- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and wider issues in design and technology.

Progression Route

Students can use this subject to progress on to Post 16 courses in Design & Technology, Interior Design, Packaging Design, Manufacturing, Product Design, Architecture or Engineering. They can also progress on to Higher Education and enhance their skills further in becoming a designer and working in the many varied aspects of the Product Design Industry. The course will prepare you to make informed decisions about further learning opportunities and career choices.