

# Ian Ramsey CE Academy

*Dayspring Trust*

*'Together to learn, to grow, to serve'*

## Year 9 Options Booklet 2020/2021



'Listen to advice and accept instruction, that you may gain wisdom in the future.'

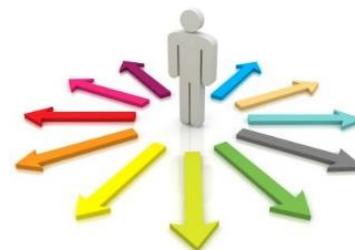
- Proverbs 19:20

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## Welcome to Options Evening

Ian Ramsey CE Academy offers a broad 5-year curriculum rooted in the strong Ebacc subjects and Religious Education. It starts firmly with the National Curriculum and focuses on learning more and remembering more. We have a high ambition for all our pupils in the academic, vocational, or technical subjects they choose to study. Performing Arts and Technology are essential aspects of our curriculum and we have invested heavily in these areas to ensure we have the capacity to continue the development of these subjects at GCSE. The curriculum is reviewed each year to ensure it is appropriate for all our children, given their starting points and progression through the curriculum.



Through our **DEEP** curriculum, we intend that *every* child will:

- **Develop** a love of learning, academic excellence, and **perseverance** in a Christian context.
- **Engage** in a wide range of opportunities in **joyful**, meaningful contexts to develop self-worth and **wisdom** through the mastery of knowledge and skills.
- **Encourage** themselves and others to be aspirational and make wise choices so that they are prepared for life.
- **Practise** equality of opportunity by valuing diversity, actively challenging prejudice and demonstrating **forgiveness** and **hope**.

**We view our curriculum as a five-year curriculum in the context of a seven-year journey.** Our curriculum is matched to the needs of the pupils in our care, remaining as broad as possible, for as long as possible in the context of our school. Our curriculum structure allows pupils to study a strong academic core of subjects and a high proportion of pupils pursue an EBacc route.

As a Church of England Academy, Religious Education is a core subject in all five years of the curriculum and we firmly believe that this enables pupils to investigate and respond to fundamental questions of life and living and be able to express and justify their own opinions. Our curriculum is developed to enhance wider personal development and promote positive attitudes which are underpinned by our Christian values to prepare pupils for life in modern Britain through the teaching of responsibility, respect, tolerance and acceptance in everything we do.

In its entirety, the curriculum is designed to make sure pupils feel valued and respected so that, in turn, pupils learn to value those around them and develop an acute sense of social responsibility, which will have a positive impact upon their own community and the wider British society. Our curriculum is well understood, well planned, and well thought out at all levels to meet the need of each individual pupil.

This booklet will give you a detailed view of the options process and the subjects we offer. Our aim is to provide you with a wide range of choices to offer a sound basis to move into Further Education and employment. We offer a range of different qualifications, opening different routes to success.

**Take your time, follow the bespoke guidance we provide you with and consider your different options carefully. Use all the help and advice available to you!**

## Understanding Subject Pages

This Options Booklet details all the subjects we offer in Year 10/11. It gives you lots of detail and information and needs to be read very carefully. You need to ensure that you know, from this booklet, exactly what you will learn about and how you will be assessed for every subject you are thinking about choosing. This is important so that you have a clear picture of the topics you will have to learn about and the work you will be required to do.

The subject pages cover:

### **1. A General Introduction to the subject and what you will study**

This describes what you will be studying; how this may lead to future careers and reasons why this subject is good choice for you in GCSE.

### **2. Course Assessment/Exam Entry**

This explains how the course will be assessed and how the assessment is split between work during the course and the final examination. It covers what exams you will sit, how many exams there are and when you will sit them. Most subjects are now linear, and this mean that all exams must be taken in the summer of 2022. You need to think about how many exams this could mean for you when choosing.

### **3. Parental Support**

General information about how people at home can support you to make the maximum progress you can.

### **4. Anything else you need to know**

This focuses on what you could do in the future with this qualification; what it could lead to and how it could help and support your future career.

## Qualifications

The Key Stage 4 qualification types we are offering this year fall into 2 main categories:

- GCSEs
- Vocational Qualifications, OCR and BTEC (GCSE equivalent)

## What are GCSEs?

GCSE stands for General Certificate of Secondary Education. For all GCSEs, the grades awarded are from 9-1. These new specifications were first taught from either September 2015 or September 2016 and have been developed by examinations boards in line with government direction and the input of Ofqual. Courses cover a range of knowledge, understanding and skills in each subject. Pupils experience a range of teaching strategies. These exams are linear and assessed via examinations, where all exams are sat at the end of Year 11. Practical subjects have some Non-exam assessments which count towards your final grade.

## Subjects offered at GCSE are:

Art & Design	German
Computing	Hospitality and Catering
Drama	History
Design and Technology: Graphic Design	Mathematics
Design and Technology: Product Design	Media Studies
English Language	Music
English Literature	Physical Education
Food Preparation and Nutrition	Science: Combined Trilogy
Geography	Science: Triple Award

## Vocational Qualifications?

These are highly valued, work-related qualifications available at Levels 1-3 of the National Qualifications Framework, with Level 1 and 2 being equivalent to GCSE. These qualifications are designed to support pupils developing their personal skills in areas applicable to any workplace, such as team working, communication and problem solving. They are an excellent alternative to GCSEs, are recognised by employers and Further Education, providing clear routes of progression. They are assessed over the course of the two years through a series of practically based units including a compulsory core and some optional sections. One unit is externally assessed by examination and other units are internally assessed by the class teacher and submitted to the examination board. Grades awarded are Pass, Merit, Distinction, Distinction\*.

## Vocational Subjects offered are:

OCR	BTEC	WJEC
Sport Studies	Music: Level 2	Hospitality and Catering
Health and Social Care		
Creative iMedia		
Engineering		
Business and Enterprise		

## What is the English Baccalaureate?

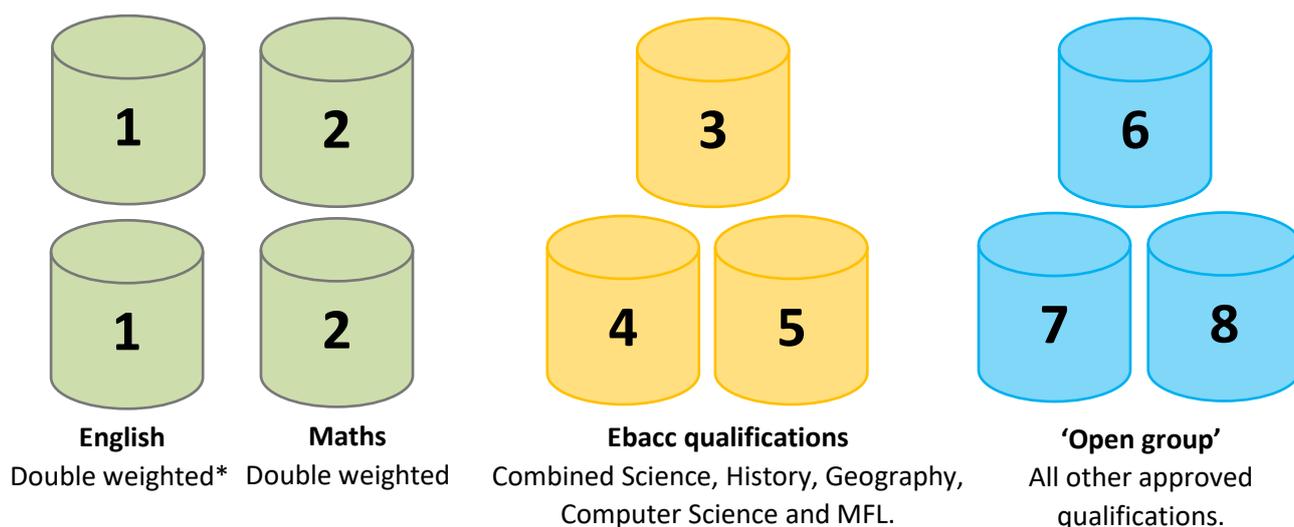
Many of you will be aware that the government has set out its vision for education up to the age of 16. The government is committed to making sure that there is sufficient academic rigour in the diet of all pupils.



At Ian Ramsey CE Academy we have always believed that our curriculum represents the best possible balance for all our pupils and the fact that over high numbers of our pupils last year went on to further education/training/employment reinforces this.

One indicator, forming a key part of the government's new measurement of schools, will be the attainment and progress made by pupils over their best 8 GCSE grades which included the 5 English Baccalaureate subjects plus 3 other GCSE subjects.

The **English Baccalaureate** is not a separate qualification but looks at the combination of GCSEs studied by pupils. Schools will be judged on the number of pupils achieving good passes in English, English Literature, mathematics, combined science, a modern foreign language and either history or Geography.



**\*Where pupils study both English Language and English Literature, the highest of the two will be the one which is doubled weighted, the other goes into the open pillar.**

## How will we support your options choice?

**We will help you in the following ways:**

- Information and help during PD lessons and Year 9 assemblies.
- The Options Booklet and the Options Evening.
- Counselling with Senior Staff, where necessary, to provide advice and answer questions.

If you want more information about a course or need help please ask your subject teachers, the Head of Department, your Head of Year, Mr Nicholson, or Mr Patrick. They will either answer your question or, find the answer for you!

## **Frequently Asked Questions - *please read before you choose***

### **Why do I have to choose?**

During the next two years you will be following courses leading to external examinations. In order to give you the opportunity to gain the best grades and to fit in with your particular talents, we reduce the number of compulsory subjects that you study and offer a range of new ones. As well as traditional subjects there are exciting vocational qualifications and courses to choose from.

### **Are some subjects more useful than others?**

Not necessarily. The 'essential subjects' are covered in the core. All aspects of life, particularly employment, are changing rapidly. It is best to study as broad a range of subjects as you can; developing employability skills is what matters most. It is also important for you to get the best grades you are capable of because these grades are needed by employers, Further Education, and universities. Good foreign language skills will greatly increase your opportunities in the workplace. The increased range of GCSE subjects enhances the route to either Further and Higher Education or employment.

### **What will Vocational Awards be worth?**

The Government recognises that other qualifications are 'an essential part of a broad curriculum' and are 'immensely valuable.' Our vocational awards are designed, just like GCSE, to help you progress to Level 3 at local Further Education colleges. They are recognised as being the same as a GCSE qualification. If you gain one of these awards you will be able to use it when you move on from Ian Ramsey CE Academy.

### **Will my vocational award count for entry to Sixth Form College?**

All the vocational qualifications we offer count as part of their general entry requirement. Level 3 technical qualifications are offered at Sixth Form, as well as A-Level qualifications.

### **Can I study a vocational course and still go to university?**

Definitely! Last year, of those studying Level 3 qualifications are recognised qualifications when applying for university courses. However, it is important you check the requirements for university course if you know the course you plan to study.

### **How can I get information?**

The staff in school will help. Talk to your tutor, your subject teachers, and careers staff. Make sure that you have looked ahead to both Further and Higher Education. There is information about courses at colleges and universities throughout the country in the Learning Resource Centre. Use the internet for careers and college information.

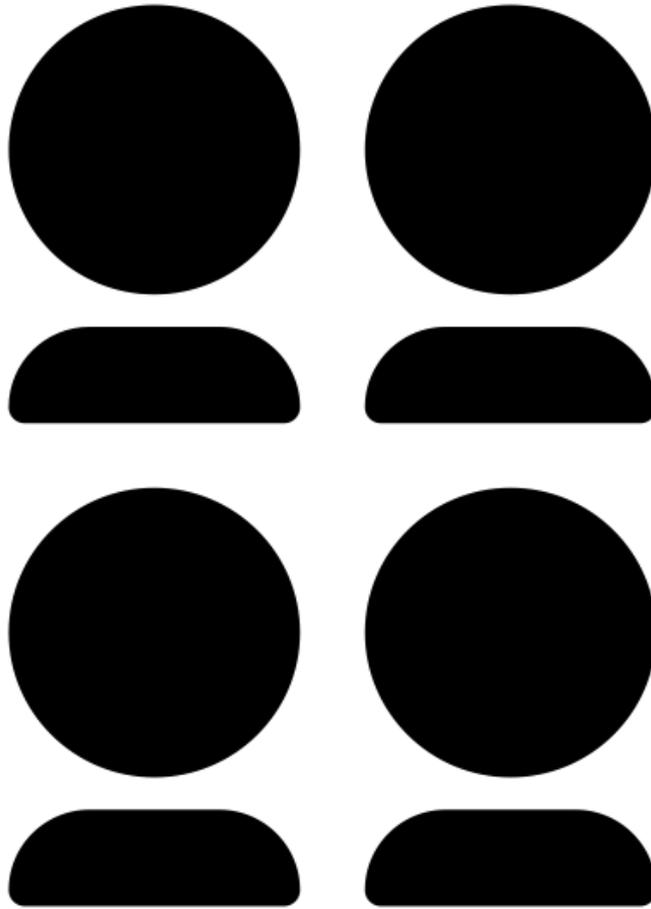
### **Will I be able to keep up with the work?**

It is essential that you are realistic about your abilities. Do not overload yourself. Make sure that you are clear about the demands of the course. Are you good at completing work on time? Do you find essay writing difficult? Is your attendance good? Do you panic in exams? You have several compulsory assignments to do in the core subjects. Think very carefully about choosing other subjects with heavy coursework demands if you suspect this might cause problems.

### **Remember**

Education is not only about getting a job; it is about preparing you for all aspects of your life. You need to study a range of subjects across the curriculum to provide a balanced programme. If you enjoy something why not study it?

# CORE SUBJECTS



## **THE COMPULSORY CORE: Everyone studies the following subjects:**

### ***English Language and Literature***

All pupils will follow a GCSE course.

### ***Mathematics***

All pupils will follow a GCSE course.

### ***Science***

All pupils will study Combined Science Trilogy. Pupils who wish to study triple science may take this as one of their option choices. See the science pages in this booklet for details.

### ***Religious Education***

All pupils will follow a GCSE course.

### ***Personal Development***

Pupils study our Personal Development programme covering Citizenship/British Values, Careers and Finance and PSHE/RSE. They are taught as a rolling programme designed to prepare them for the challenges they will face in the outside world.

- **Citizenship:** Looks at democracy and politics and the topic of Britishness and covers areas such as different forms of government, political parties in the UK, left wing vs right wing, what is parliament and democracy.
- **Careers:** Looks at the topics of work experience, the world of work, finance and money management, post-16 option routes, future planning, and the role of enterprise. Pupils will also visit different post-16 providers as well as talks by the different collages and post-16 providers available to them.
- **Personal, Social & Health Education and RSE:** Looks at the topics of 'feeling happy and staying safe'. It is done through the study of mental health disorders, dealing with tough times, e-safety, and grooming. It also incorporates self-esteem and body image sessions as well and looking at smoking, drugs, and alcohol and behaviour types. It also covers a very sensitive approach to sexuality, LGBT rights, abortion, and infertility, CSE and FGM. It also looks at relationships and sexual education.

### ***Physical Education — Compulsory Core PE***

All pupils will participate in PE lessons for two hours over a two-week timetable.

*Those pupils studying GCSE PE or OCR Sport will complete these compulsory lessons in addition to those for their examination course.*

# GCSE English Language

CORE

<b>Director of English:</b>	Mrs Chapman-Jones
<b>Subject Teachers:</b>	Mrs Fenton-Blades, Mrs Harris, Miss Heslehurst, Mrs Openshaw, Mrs Poppleton, Miss Wall, Miss Tucker, Miss Ward, Miss Cook, Mrs Shaw, Mr Patrick
<b>Examination Board:</b>	AQA
<b>Specification:</b>	8700
<b>Subject information:</b>	All pupils study the full English Language GCSE course. There is only one tier of entry meaning all pupils sit the same examination at the end of Year 11. There are no early entry opportunities. The course consists of reading, writing, spoken language.
<b>What you will study and how you will be assessed:</b>	<p>There are two components studied for English Language:</p> <p><b>Component 1:</b> Responding to Fiction and Imaginative Writing (50% of the GCSE)</p> <p><b>Component 2:</b> Responding to Non-fiction and Transactional Writing (50% of the GCSE)</p> <p><b>Spoken Language:</b></p> <p>‘The preparation and assessment of spoken language is a compulsory requirement of the course of study. It will appear on all pupils’ certificates as a separately reported grade, alongside the overall grade issued. Performance will be assessed against common assessment criteria issued by the exam boards. The criteria will address the following assessment objectives:</p> <ul style="list-style-type: none"><li>• Demonstrate presentation skills in a formal setting.</li><li>• Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</li><li>• Use spoken Standard English effectively in speeches and presentations.</li></ul>
<b>Parental support:</b>	<ul style="list-style-type: none"><li>• Revision packs will be issued prior to the external assessments.</li><li>• The internet contains many web sites, which may be used with discretion and may prove useful.</li></ul>

# GCSE English Literature

CORE

<b>Director of English:</b>	Mrs Chapman-Jones
<b>Subject Teachers:</b>	Mrs Fenton-Blades, Mrs Harris, Miss Heslehurst, Mrs Openshaw, Mrs Poppleton, Miss Wall, Miss Tucker, Miss Ward, Miss Cook, Mrs Shaw, Mr Patrick
<b>Examination Board:</b>	AQA
<b>Specification:</b>	8702
<b>Subject information:</b>	All pupils study the full English Literature GCSE course. There is only one tier of entry meaning all pupils sit the same examination at the end of Year 11. There are no early entry opportunities. The course consists of Shakespeare, 19 <sup>th</sup> Century fiction, modern drama text, poetry.
<b>What you will study and how you will be assessed:</b>	<p>There are two components studied for English Language:</p> <p><b>Component 1:</b> Shakespeare and 19<sup>th</sup> Century fiction (40% of the GCSE) Pupils study both texts in full. In the exam, they are presented with an extract which they must respond to, drawing on their knowledge of the whole text.</p> <p><b>Component 2:</b> Modern drama text, anthology poetry and unseen poetry (60% of the GCSE)</p> <p>Pupils respond to one question based on character and theme from dramatic text written after 1914. Pupil also study a range of poems based on the theme Power and Conflict. Pupils are presented with one of these poems which they must compare to another they have studied. Finally, pupils are presented with a poem they have not studied to analyse and compare to a second unseen poem.</p> <p><b>All English Literature exams are closed book examinations.</b></p>
<b>Parental support:</b>	<ul style="list-style-type: none"> <li>• Pupils will be provided with copies of all texts studied for their examinations.</li> <li>• It is recommended that pupils purchase copies of each of the texts studied which they can annotate for revision purposes. Some texts are taught in Year 10 and will be revisited throughout the course where annotated texts would be beneficial to pupils.</li> <li>• Texts studied are detailed in the course breakdown.</li> <li>• All pupils will be supplied with an AQA Anthology.</li> <li>• Revision packs will be issued prior to the external assessments.</li> <li>• The internet contains many web sites, which may be used with discretion and may prove useful.</li> </ul>

# GCSE Maths

CORE

<b>Director of Science:</b>	Mr Bone
<b>Subject Teachers:</b>	Mr Rogers, Mr Stelmach, Mr Nicholson, Miss Kenley, Miss Godfrey, Miss Dover, Miss Andrews, Miss Openshaw, Mrs Woollett, Mrs McGurk
<b>Examination Board:</b>	AQA
<b>Specification:</b>	8300
<b>Subject information:</b>	<p>The GCSE Maths course is a compulsory course that all pupils will follow. A good understanding of Maths will help with many every day activities as well as many of the other option subjects which the academy offers, particularly Science, Geography and Technology. Many post-16 courses require at least a Grade 4 in Maths.</p>
<b>What you will study and how you will be assessed:</b>	<p>This GCSE in Maths requires pupils to develop confidence and competence with mathematical content. The content is split into 'Number', 'Algebra', 'Ratio and Proportion', 'Geometry' and 'Probability and Statistics'.</p> <p>Pupils will follow a differentiated course appropriate to their ability and potential. There are two tiers of entry available: Foundation Tier, which awards grades from 1 to 5, and Higher Tier, which awards grades from 4 – 9. The decision on which tier paper each pupil will be entered for will take place after their Mock Exams in Year 11.</p> <p>The final assessment consists of three exam papers: one calculator paper and two non-calculator papers, each 1 hour 30 minutes long. Any of the content covered in the GCSE Maths course can appear on any of the three papers.</p>
<b>Parental support:</b>	<p>All pupils will continue to have access to HegartyMaths, which contains hundreds of walkthrough videos and quizzes on all topics across the entire maths curriculum.</p> <p>Homework will be set weekly to ensure that pupils can recap and retrieve previously taught content, in preparation for future learning. In Year 11, pupils will regularly be given revision packs in order to focus revision on key topics.</p> <p>Whilst not essential, revision books and revision cards are available at a discounted rate through ParentPay. A scientific calculator would be an advantage.</p>

# GCSE Combined Science

CORE

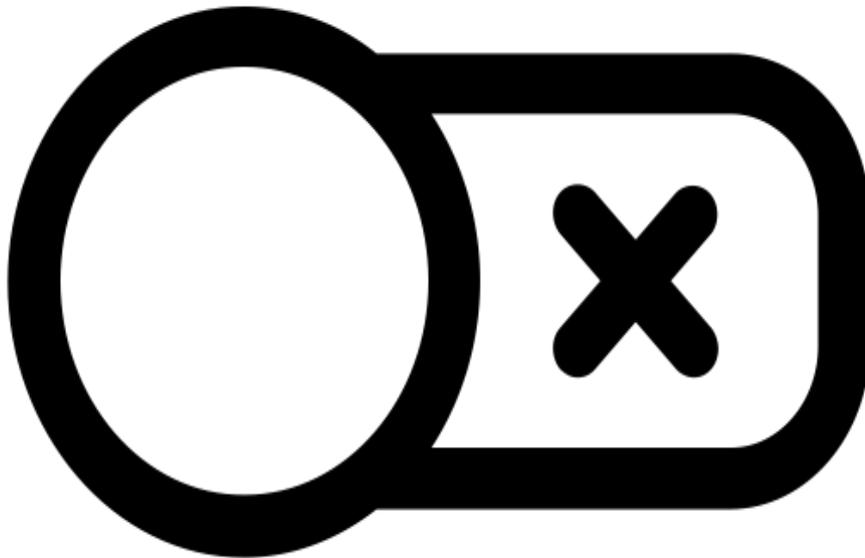
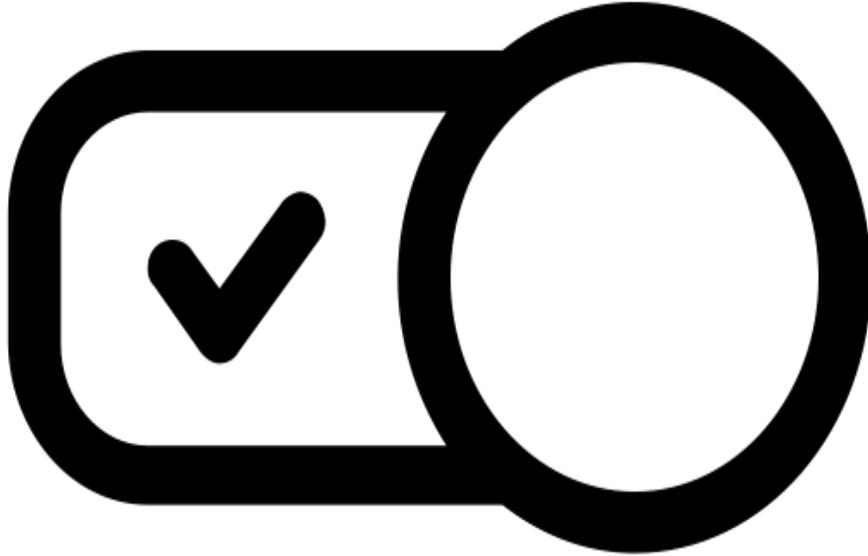
<b>Director of Science:</b>	Mrs Parkinson
<b>Subject Teachers:</b>	Mrs Cook, Mr Firth, Miss Franklin, Mrs Hassack, Mr Irving, Mrs Johnston, Mrs McCurley, Miss Nelson, Miss Nicholson, Mrs Parkinson, Mrs Robson, Mrs Robson
<b>Examination Board:</b>	Edexcel
<b>Specification:</b>	601/8612/4
<b>Subject information:</b>	Science at GCSE provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All pupils should learn essential aspects of the knowledge, methods, processes and uses of science.
<b>What you will study and how you will be assessed:</b>	<p>GCSE Combined Science is taught as three distinct subjects covering the following topics:</p> <p>In <b>Biology</b>, pupils study the course through the key concepts, including:</p> <ul style="list-style-type: none"> <li>• Cells and control</li> <li>• Genetics</li> <li>• Natural selection and genetic modification</li> <li>• Health, disease and development of medicine</li> <li>• Exchange and transport in animals</li> <li>• Ecosystems and material cycles.</li> </ul> <p>In <b>Chemistry</b>, pupils study the course through the key concepts, including:</p> <ul style="list-style-type: none"> <li>• States of matter and mixtures</li> <li>• Chemical changes</li> <li>• Extracting metals and equilibria</li> <li>• Groups in the periodic table</li> <li>• Rates of reaction and energy change</li> <li>• Fuels and Earth science.</li> </ul> <p>In <b>Physics</b>, pupils study the course through the key concepts, including:</p> <ul style="list-style-type: none"> <li>• Motion and forces</li> <li>• Conservation of energy</li> <li>• Light and the electromagnetic spectrum</li> <li>• Radioactivity</li> <li>• Electricity and circuits</li> <li>• Magnetism and the motor effect,</li> </ul> <p>GCSE Science is assessed by six externally examined papers at the end of the course. The questions will be a mixture of different styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. The tier of entry for all papers is the same which is decided when pupils are in Year 11.</p>
<b>Parental support:</b>	<ul style="list-style-type: none"> <li>• Revision guides, exam practice workbooks and pre-made revision flash cards are available to purchase through ParentPay.</li> <li>• Pupils will be provided with a myGCSEscience subscription provided by the school, which is used as a revision and online learning homework platform.</li> </ul>

# GCSE Religious Studies

Core

<b>Head of Area:</b>	Ms Dodd
<b>Subject Teachers:</b>	Mrs Kelly, Mrs Craven, Mrs Cook, Mrs McCarthy, Miss Russell, Mr Heslop
<b>Examination Board:</b>	AQA
<b>Specification:</b>	8062
<b>Subject information:</b>	All pupils study the full Religious Studies GCSE course. There is only one tier of entry meaning all pupils sit the same examination at the end of Year 11. There are no early entry opportunities. The course consists of a study of both Christian and Islamic theology, practices and responses to ethical issues.
<b>What you will study and how you will be assessed:</b>	<p>There are two components studied within GCSE Religious Studies. Each component is examined separately.</p> <p>In the first component (Paper 1 and worth 50%) of the course pupils explore religious beliefs, teachings and practises based on Christianity and Islam.</p> <p><b>Component 1: The study of religions: beliefs, teachings and practises</b></p> <ul style="list-style-type: none"> <li>• <b>Beliefs and teachings:</b> beliefs about God, key religious figures, the afterlife</li> <li>• <b>Practises:</b> different forms of worship, festivals and places of worship</li> </ul> <p>The second component (Paper 2 and worth 50%) of the course involves the study of a selection of contemporary ethical themes. Pupils 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:</p> <p><b>Component: Contemporary ethical themes</b></p> <ul style="list-style-type: none"> <li>• <b>Relationships and families:</b> sex, marriage, divorce, contraception and gender roles</li> <li>• <b>Religion and Life:</b> Origins and value of the universe and human life</li> <li>• <b>Religion, peace and conflict:</b> peace, forgiveness, terrorism and war</li> <li>• <b>Crime and punishment:</b> types of crime, treatment of criminals and the purpose of punishment</li> </ul>
<b>Parental support:</b>	<ul style="list-style-type: none"> <li>• Revision materials are available via the school website.</li> <li>• Access to an online learning platform – kerboodle is required; pupils will be provided with personal log in details.</li> <li>• It is recommended (but not essential) that pupils purchase the AQA revision guides and workbooks published by OUP.</li> <li>• The internet contains many web sites, which may be used with discretion and may prove useful.</li> </ul>

# OPTION SUBJECTS



# GCSE Computer Science

EBacc Option

<b>Head of Area:</b>	Mrs Russell
<b>Subject Teachers:</b>	Mr Cook
<b>Examination Board:</b>	OCR
<b>Specification:</b>	J277
<b>Subject information:</b>	All pupils will sit two examinations and complete a practical programming task.
<b>What you will study and how you will be assessed:</b>	<p><b>Component 1: Computer systems</b></p> <p>This component introduces pupils to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science. Assessed by a written examination.</p> <p><b>Component 2: Computational thinking, algorithms, and programming</b></p> <p>Pupils apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators. Assessed by a written examination.</p> <p><b>Practical Programming</b></p> <p>Pupils are given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Pupils will be assessed on these skills during the written examinations, in particular component 02.</p>
<b>Parental support:</b>	All resources will be available on Google Classroom. This will include lesson resources, revision materials and help sheets/videos.

# GCSE German

EBacc Option

<b>Head of Area:</b>	Mrs Relph
<b>Subject Teachers:</b>	Miss Ziaja, Mr Snowden, Mr Reed
<b>Examination Board:</b>	AQA
<b>Specification:</b>	8668
<b>Subject information:</b>	<p>GCSE German has four skills that are assessed. These are Listening, Speaking, Reading, and Writing. Each skill area is worth 25% of the GCSE grade. All examinations take place at the end of Year 11 and there are two tiers of entry: Foundation and Higher.</p> <p>All skill areas are assessed at the same tier.</p>
<b>What you will study and how you will be assessed:</b>	<p>The GCSE is split into three themes of study and these are:</p> <ul style="list-style-type: none"><li>• <b>Identity and Culture</b></li><li>• <b>Local, National, International and Global Areas of Interest</b></li><li>• <b>Current and Future Study and Employment</b></li></ul> <p>For the Listening paper pupils will respond to different types of spoken language which may include monologues, conversations, discussions, interviews, announcements, and messages.</p> <p><b>Speaking:</b> pupils will take part in a roleplay, a conversation and respond to a photo. The speaking test will last 7-12 minutes, depending on tier of entry. The test will take place on a date towards the end of Year 11.</p> <p><b>Reading:</b> pupils will respond to a range of questions in English and in German. They will also be required to translate short passages into English.</p> <p><b>Writing:</b> pupils will respond in the assessed language to a range of tasks. There will also be translation from English into the German.</p>
<b>Parental support:</b>	<ul style="list-style-type: none"><li>• Revision guides and workbooks are available.</li><li>• Access to the internet would be beneficial to allow pupils to use websites such as Active Learn and Vocab Express, of which all pupils have an account.</li></ul>

# GCSE Geography

EBacc Option

<b>Head of Area:</b>	Miss Hogg
<b>Subject Teachers:</b>	Miss Makin, Mrs Simpson, Miss Twomey
<b>Examination Board:</b>	AQA
<b>Specification:</b>	8035
<b>Subject information:</b>	All pupils who choose Geography will study the full Geography GCSE course. There is only one tier of entry meaning all pupils sit the same examination at the end of Year 11. There are a variety of questions within the exam papers, including multiple choice, short answer and longer extended answers. Many answers are supported by resources provided within the exam paper to prompt pupil responses.
<b>What you will study and how you will be assessed:</b>	<p>The GCSE Geography course highlights the links and interrelationships between people, places, and environments at different scales. The course allows pupils to be globally and environmentally informed as well as thoughtful and enquiring citizens. Pupils develop the ability to analyse, question, evaluate, debate, argue and reason.</p> <p>There are three components studied for Geography:</p> <p><b>Unit 1: Living with the physical environment (35% of the GCSE)</b></p> <ul style="list-style-type: none"> <li>• The challenge of natural hazards: tectonic hazards, weather hazards, climate change.</li> <li>• The living world: tropical rainforests, hot deserts.</li> <li>• Physical landscapes of the UK: coastal landscapes, river landscapes.</li> </ul> <p><b>Unit 2: Challenges of the human environment (35% of the GCSE)</b></p> <ul style="list-style-type: none"> <li>• Urban issues and challenges: growth of cities and the resulting opportunities and challenges.</li> <li>• The changing economic world: global variations in development, economic growth, the changing UK economy.</li> <li>• The challenge of resource management: access to food, water, and energy around the world, changing energy use in the UK.</li> </ul> <p><b>Unit 3: Geographical applications (30% of the GCSE)</b></p> <ul style="list-style-type: none"> <li>• Fieldwork enquiry: familiar and unfamiliar fieldwork, including two compulsory fieldwork enquiries.</li> <li>• Geographical skills: maps, graphs, photos, field sketches.</li> <li>• Issue evaluation: critical thinking and problem-solving to make an informed decision on a current global geographical issue.</li> </ul>
<b>Parental support:</b>	<ul style="list-style-type: none"> <li>• Revision material will be issued on Google Classroom from the start of the course and revision packs issued prior to the exam.</li> <li>• The department subscribes to the Kerboodle online textbook to which all pupils will be provided with a login.</li> <li>• There are a range of CPG guides available for purchase.</li> </ul>

# GCSE History

E Bacc Option

<b>Head of Department:</b>	Miss Barker
<b>Subject Teachers:</b>	Mr Burt, Miss Longster and Mr Walters
<b>Examination Board:</b>	Edexcel
<b>Specification:</b>	1HI0
<b>Subject information:</b>	There is no tiered entry. All pupils will sit the same papers. There are a variety of questions including short responses and extended answers to allow ALL pupils the ability to score marks on the exam papers. All examinations will be taken at the end of Year 11.
<b>What you will study and how you will be assessed:</b>	<p>Edexcel GCSE History provides a variety of interesting topics which will excite all budding historians. Some topics such as World War One, Elizabethan England and the Rise of Hitler will be familiar but, there are new areas of study such as the History of Medicine and the story of the 'Wild West'.</p> <p><b>Paper 1 (30%): Medicine in Britain, c1250-present and the British sector of the Western Front, 1914-1918: injuries, treatment, and the trenches.</b></p> <ul style="list-style-type: none"> <li>• The history of medical change from Medieval times to the present day and The British sector of the Western Front exploring the conditions, health problems and the impact of the Western Front on surgery and medicine.</li> </ul> <p><b>Paper 2 (40%): The American West (c1835-1895) and Early Elizabethan England (1558-1588)</b></p> <ul style="list-style-type: none"> <li>• The American West examines how the West was settled and the impact that this had on the Native American people. It considers the factors encouraging migration and the conflict that arose during this time between settlers and Plains Indians.</li> <li>• Early Elizabethan England highlights the religious problems Elizabeth faced at the beginning of her reign including Mary Queen of Scots. It also considers the challenges Elizabeth faced from both home and abroad including the Spanish Armada. Along with the way Elizabethan society developed during the Age of Exploration.</li> </ul> <p><b>Paper 3 (30%): Weimar and Nazi Germany (1918-1939)</b></p> <ul style="list-style-type: none"> <li>• The Weimar Germany and the reasons for its collapse. Leading to the development of the Nazi State and Hitler's rise to power. Followed by exploration of Nazi control of Germany using terror and propaganda before looking at the outbreak and atrocities of WWII, including Nazi policies towards women and the young.</li> </ul>
<b>Parental support:</b>	<ul style="list-style-type: none"> <li>• Revision Guides available to purchase from the beginning of Year 10.</li> <li>• The internet contains many web sites, which may be used with discretion and may prove useful.</li> </ul>

# GCSE Triple Science

EBacc Option

<b>Director of Science:</b>	Mrs Parkinson
<b>Subject Teachers:</b>	Mrs Cook, Mr Firth, Miss Franklin, Mrs Hassack, Mr Irving, Mrs Johnston, Mrs McCurley, Miss Nelson, Miss Nicholson, Mrs Parkinson, Mrs Robson, Mrs Robson
<b>Examination Board:</b>	Edexcel
<b>Specification:</b>	GCSE Biology 601/8610/0 GCSE Chemistry 601/8611/2 GCSE Physics 601/8609/4
<b>Subject information:</b>	<p>This course acts as three separate GCSEs in Biology, Chemistry and Physics. Building on the teaching of the combined course, pupils who opt to study Triple Science will achieve three separate GCSE qualifications for Science.</p> <p>Triple Science is particularly valuable for anyone intending on carrying on Science at A-level, leading into the many courses and careers which depend on a background in Science.</p> <p>Triple Science has been championed by the government and industry for the way it prepares pupils for the world of STEM employment.</p> <p>Most top universities prefer applicants for science subjects to have taken the triple award option at GCSE.</p>
<b>What you will study and how you will be assessed:</b>	<p>Each specialism - Biology, Chemistry, Physics - is assessed by two exams lasting 1hour 45minutes. Each exam is equally weighted at the end of the course.</p> <p>The qualifications received at the end of the course are separate GCSEs in Biology, Chemistry and Physics which are graded 9-1, with 9 being the highest grade.</p> <p>The content of Triple Science covers the same course structure as Combined Science but will include content and applications that bridge the gap between GCSE and A-level.</p>
<b>Parental support:</b>	<ul style="list-style-type: none"> <li>• Revision guides, exam practice workbooks and pre-made revision flash cards are available to purchase through ParentPay.</li> <li>• Pupils will be provided with a myGCSEscience subscription provided by the school, which is used as a revision and online learning homework platform.</li> </ul>

# GCSE Art and Design

Open Option

<b>Head of Department:</b>	Miss Turner
<b>Subject Teachers:</b>	Mrs Devenney
<b>Examination Board:</b>	AQA
<b>Specification:</b>	8201 Art, Craft and Design 8202 Fine Art
<b>Subject information:</b>	<b>This is a full GCSE course.</b> There are <b>2</b> components which are set and marked by the school and moderated by AQA during a visit. Each component is marked out of a total of 96 marks.
<b>What you will study and how you will be assessed:</b>	<p>There is no written exam in GCSE Art and Design. Written work takes the form of annotation in sketchbooks.</p> <p><b>Component 1 (60%): Submitted at Christmas in Year 11</b></p> <p>Pupils create a body of work in sketchbooks which includes a sustained project evidencing the journey from a starting point to the realisation of final pieces. There is no restriction on the scale of work, media or materials used. Pupils will follow programmes studying:</p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Ceramics</li> <li>• Textiles</li> <li>• Photography</li> <li>• Digital media</li> <li>• Printing</li> <li>• Mixed media</li> <li>• Sculpture</li> </ul> <p>Pupils will follow the themes of:</p> <ul style="list-style-type: none"> <li>• Natural form</li> <li>• Portraits</li> <li>• Still life/animals</li> </ul> <p>A mock exam in which pupils design their own personal project at the end of Year 10 enables pupils to follow their own artistic interests.</p> <p><b>Component 2 (40%): Submitted in April of Year 11</b></p> <p>Pupils respond to an externally set assignment paper. They create an individual sketchbook. This project culminates in 10 hours of supervised time in which pupils complete their final piece of work.</p>
<b>Parental support:</b>	<p>Pupils require no specialist equipment to complete this course other than 2 sketchbooks.</p> <p>Access to the internet for researching artists is useful but not essential.</p>

# GCSE Music

Open Option

<b>Head of Area:</b>	Mr Bowman-Jones
<b>Subject Teachers:</b>	Mr Bowman-Jones, Mrs Brown
<b>Examination Board:</b>	Pearson Edexcel
<b>Specification:</b>	1MU0
<b>Subject information:</b>	This course introduces you to a wide variety of musical styles, from popular music to film music and musicals, world music and western classical music. Pupils will develop as a performer and a composer, and develop music technology skills.
<b>What you will study and how you will be assessed:</b>	<p>There are three components to GCSE Music which you will work on and develop throughout the course:</p> <ul style="list-style-type: none"> <li>• Paper 1 - Performing (both solo and group performance)</li> <li>• Paper 2 - Composing</li> <li>• Paper 3 - Listening and Appraising</li> </ul> <p>Both the performance and composition papers which are internally assessed and externally moderated. Each paper is worth 30% of the qualification (60% NEA in total). Paper 3 is a 1 hour 45 minutes written examination which is sat at the end of year 11. It is worth 40% of the overall qualification. Listening and appraising involves detailed study of the following four areas of study:</p> <ul style="list-style-type: none"> <li>• <b>Instrumental Music 1700–1820</b> (J S Bach and L van Beethoven)</li> <li>• <b>Vocal Music</b> (H Purcell and Queen)</li> <li>• <b>Music for Stage and Screen</b> (Wicked and Star Wars)</li> <li>• <b>Fusions</b> (Afro Celt Sound System and Esperanza Spalding)</li> </ul> <p>Pupils will learn how to compose using music technology and specialist music composing software (Sibelius).</p> <p><b>Performing is a vital aspect of the course.</b> Pupils will be expected to have regular music lessons (singing or instrumental) to support this. To achieve maximum marks pupils will need to be performing at grade 4 standard by the end of the course but, it is possible to achieve the qualification with lower grades.</p>
<b>Parental support:</b>	<ul style="list-style-type: none"> <li>• Performing on an instrument/singing is an important aspect of the course, so regular practise at home.</li> <li>• Encourage experiencing live music through concerts, local performances, theatres (including virtual experiences and YouTube etc.).</li> <li>• Encourage participation in extracurricular musical activities as part of their learning experience.</li> <li>• Further information about this qualification can also be accessed at: <a href="https://qualifications.pearson.com">https://qualifications.pearson.com</a></li> </ul>

# BTEC Music

Open Option

<b>Head of Area:</b>	Mr Bowman-Jones
<b>Subject Teachers:</b>	Mrs Brown, Mr Bowman-Jones
<b>Examination Board:</b>	Pearson Edexcel
<b>Specification:</b>	BTEC Level 1/Level 2 first Award in Music
<b>Subject information:</b>	This course allows you to engage with the music industry and develop a range of relevant practical and technical skills. Pupils will explore music product development and events management and apply your knowledge in new and practical industry-related contexts.
<b>What you will study and how you will be assessed:</b>	<p>The qualification is 120 guided learning hours, which is the same size and level as one GCSE and is aimed at everyone who wants to find out more about the music industry.</p> <p>Pupils study two mandatory units, covering the fundamental knowledge, skills and understanding required for the music sector:</p> <ul style="list-style-type: none"> <li>• Unit 1 - The Music Industry</li> <li>• Unit 2 - Managing a Music Product</li> </ul> <p>Pupils also study two other sub-sectors of the music industry:</p> <ul style="list-style-type: none"> <li>• Unit 5 - Introducing Music Performance</li> <li>• Unit 7 - Introducing Music Sequencing</li> </ul> <p>Pupils will carry out tasks/assignments throughout the course and create a portfolio of evidence. This is assessed in school and so pupils will receive feedback as they progress through the course.</p> <p>The assessment for Unit 1 (the music industry), which is externally marked and includes a formal written examination, allows pupils to draw on the knowledge, skills and understanding they have developed throughout the course.</p>
<b>Parental support:</b>	<ul style="list-style-type: none"> <li>• Encourage experiencing live music through gigs, local performances, local arts venues (including virtual experiences and YouTube etc.).</li> <li>• Identifying components and have discussions around modern-day working life, tax, contracts etc.</li> <li>• Further information about this qualification can also be accessed at: <a href="https://qualifications.pearson.com">https://qualifications.pearson.com</a></li> </ul>

# GCSE Media Studies

Open Option



<b>Director of English:</b>	Mrs Chapman-Jones
<b>Subject Lead:</b>	Miss Heslehurst
<b>Examination Board:</b>	AQA
<b>Specification:</b>	8572
<b>Subject information:</b>	<p>GCSE Media studies will explore both contemporary and historical texts ranging across a wide range of platforms, such as TV, film, radio, social media, print journalism and marketing and advertising.</p> <p>Pupils will be able to use your critical thinking skills to question and analyse the significant role of the media and how it affects our everyday lives.</p> <p>As part of our studies, we are looking to organise trips to the BBC and ITV studios at MediaCityUK in Salford, as well as local radio stations, news suites and marketing offices.</p>
<b>What you will study and how you will be assessed:</b>	<p>There are three components to the GCSE Media course:</p> <p><b>Component One: 35% of GCSE</b>            Section A will focus on Media Language and Media Representations. Questions in this section can test any two of the following forms:</p> <ul style="list-style-type: none"> <li>• Magazines</li> <li>• Advertising and marketing newspapers</li> <li>• Online, social, and participatory media and video games.</li> </ul> <p>Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:</p> <ul style="list-style-type: none"> <li>• Radio</li> <li>• Music video</li> <li>• Newspapers</li> <li>• Online, social, and participatory media and video games</li> <li>• Film (industries only).</li> </ul> <p><b>Component Two: 35% of GCSE</b>            Section A is based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework.</p> <p>Section B will be based on either newspapers or online, social, and participatory media and video games and can test any area.</p> <p><b>Component Three: Non-Exam Assessment – 30% of GCSE</b>            Pupils create their own media product based on a brief, set by AQA.</p>
<b>Parental support:</b>	<ul style="list-style-type: none"> <li>• All resources will be available on Google Classroom, including lesson resources, revision materials and help sheets/videos for the centre-assessed tasks.</li> <li>• The internet is an excellent resource for research - links to these are placed on the Ian Ramsey Academy website.</li> </ul>

# GCSE DT: Product Design

Open Option

<b>Head of Area:</b>	Mrs Henshaw
<b>Subject Teachers:</b>	Mrs Henshaw
<b>Examination Board:</b>	AQA
<b>Specification:</b>	8552
<b>Subject information:</b>	<p>Product Design is a practical course giving pupils an opportunity to design and make using <b>wood</b>, <b>metal</b> and <b>plastics</b>. They will also develop their skills in Computer Aided Design and Computer Aided Manufacture, equipping them with skills in laser cutting and 3D printing.</p> <p>Design and Technology: Product Design is an excellent route for pupils wishing to work in either design or manufacturing industries. Pupils will be encouraged to be creative in their problem solving and be very open to new ideas. Pupils will be given the opportunity to develop the skills required to develop into industrial, product or furniture designers, via the university route or through the apprenticeship scheme.</p>
<b>What you will study and how you will be assessed:</b>	<p>The course is made up of 3 units which are assessed both through the written exam and NEA project.</p> <p><b>Core technical principles:</b> new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices, materials, and their working properties.</p> <p><b>Specialist technical principles:</b> selection of materials or components, forces and stresses, ecological and social footprint, sources, and origins, using and working with materials, stock forms, types and sizes, scales of production, specialist techniques and processes, surface treatments and finishes.</p> <p><b>Design and making principles:</b> investigation, primary and secondary data, environmental, social, and economic challenge, the work of others, design strategies, communication of design ideas, prototype development, selection of materials and components, tolerances, material management, specialist tools and equipment, specialist techniques and processes.</p> <p><b>Written exam:</b> 2 hours and is 50% of GCSE.  <b>Non-exam assessment (NEA):</b> 30–35 hours and is 50% of GCSE.</p>
<b>Parental support:</b>	Revision packs will be issued prior to the external assessments. The internet contains many web sites, which may be used with discretion and may prove useful.

# GCSE DT: Graphics

Open Option

<b>Head of Area:</b>	Mrs Henshaw
<b>Subject Teachers:</b>	Mrs Barnfather
<b>Examination Board:</b>	AQA
<b>Specification:</b>	8552
<b>Subject information:</b>	<p>A creative and exciting course which has been developed for pupils who enjoy designing and making products with creativity and originality, using a range of <b>graphic</b> and <b>modelling materials</b>.</p> <p>Pupils will be enthused and challenged by the range of practical activities possible. They will be encouraged to learn to use, understand and apply colour and design through images, to develop spatial concepts, and to understand graphic materials and their manipulation. They will design and make product(s), using graphic media and new technologies to prepare them for the world of work.</p>
<b>What you will study and how you will be assessed:</b>	<p>The course is made up of 3 units which are assessed both through the written exam and NEA project.</p> <p><b>Core technical principles:</b> new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices, materials, and their working properties.</p> <p><b>Specialist technical principles:</b> selection of materials or components, forces and stresses, ecological and social footprint, sources, and origins, using and working with materials, stock forms, types and sizes, scales of production, specialist techniques and processes, surface treatments and finishes.</p> <p><b>Design and making principles:</b> investigation, primary and secondary data, environmental, social, and economic challenge, the work of others, design strategies, communication of design ideas, prototype development, selection of materials and components, tolerances, material management, specialist tools and equipment, specialist techniques and processes.</p> <p><b>Written exam:</b> 2 hours and is 50% of GCSE. <b>Non-exam assessment (NEA):</b> 30–35 hours and is 50% of GCSE.</p>
<b>Parental support:</b>	Revision packs will be issued prior to the external assessments. The internet contains many web sites, which may be used with discretion and may prove useful.

# GCSE Food Preparation and Nutrition

Open Option

<b>Head of Area:</b>	Mrs Henshaw
<b>Subject Teachers:</b>	Miss Coull
<b>Examination Board:</b>	AQA
<b>Specification:</b>	8585
<b>Subject information:</b>	<p>This GCSE is a stimulating and creative course which focuses on practical cooking skills to ensure pupils develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.</p> <p>Pupils will explore the reasons surrounding food choice and special diets and explore the causes and prevention of disease and how to lead a healthy lifestyle. Food hygiene and safe working practices will underpin all practical handling of food and they will investigate the causes of food poisoning and understand how to reduce and manage that risk.</p>
<b>What you will study and how you will be assessed:</b>	<p>There are two internally assessed non-examined assessments and a final exam that is assessed externally.</p> <p><b>Non-examined assessment 1: Food Investigation (15%)</b> Learners will undertake a scientific investigation, evaluating the working characteristics, functional and chemical properties of ingredients within a specified product. This assessment is released in September and will begin in the first term of year 11.</p> <p><b>Non-examined assessment 2: Food Preparation Assessment (35%)</b> Learners will undertake a food preparation assessment where they will be expected to plan, prepare, cook, and present a range of dishes related to a chosen task. All dishes must demonstrate the application of nutritional knowledge.</p> <p>As part of the final assessment, learners are expected to plan, prepare, cook, and present three final dishes in three hours. This assessment is released in November and will begin immediately.</p> <p><b>External Exam (50%)</b> The exam is marked out of 100 and consists of twenty multiple choice questions and a further five questions which are divided into sub-sections based on the five areas of the curriculum taught throughout Year 10 and 11.</p>
<b>Parental support:</b>	Revision packs will be issued prior to the external assessments. The internet contains many web sites, which may be used with discretion and may prove useful.

# WJEC Hospitality and Catering

Open Option

<b>Head of Area:</b>	Mrs Henshaw
<b>Subject Teachers:</b>	Miss Coull
<b>Examination Board:</b>	WJEC
<b>Specification:</b>	5569QA
<b>Subject information:</b>	<p>This is an exciting course which has been developed for pupils to learn about the vocational sector and the potential careers on offer.</p> <p>Catering and hospitality allows young learners to develop the skills and knowledge required to prepare high quality food within a home or commercial catering setting.</p>
<b>What you will study and how you will be assessed:</b>	<p><b>Assessment structure</b></p> <p>There is an internally assessed unit, and one unit that is assessed externally.</p> <p><b>Unit 1: External assessment (written exam - 40%)</b> pupils will be assessed on the following topics:</p> <ul style="list-style-type: none"><li>• The hospitality and catering industry</li><li>• Hospitality operations</li><li>• Health and safety</li><li>• Food safety</li></ul> <p><b>Unit 2: Extended making project (60%)</b></p> <p>Pupils will undertake an extended project that showcases the skills they have developed within their practical lessons.</p> <p>Pupils must:</p> <ol style="list-style-type: none"><li>1. Select recipes which are appropriate for the selected theme and give detailed reasons for their choices.</li><li>2. Make between 4 and 6 recipes to demonstrate their competency in a range of practical skills.</li><li>3. Produce a range of dishes that are presented with a variety of different quality finishes.</li><li>4. Write a production plan for each recipe.</li><li>5. Evaluate the nutritional value of each dish against the target market.</li></ol>
<b>Parental support:</b>	Revision packs will be issued prior to the external assessments. The internet contains many web sites, which may be used with discretion and may prove useful.

# OCR Engineering

Open Option

<b>Head of Area:</b>	Mrs Henshaw
<b>Subject Teachers:</b>	Mr Tilson
<b>Examination Board:</b>	OCR Cambridge
<b>Specification:</b>	J832, J842
<b>Subject information:</b>	<p>This course is vocational and would suit pupils who want to learn about what products are made from and how they are made. Material areas are metals and plastics. <b>This course does not include working with wood.</b></p> <p>You will learn about health and safety, international engineering drawing standards, use of CAD/CAM and quality control. The course will include practical lessons but you will be required to produce <b>written work</b> to record your learning. This is <b>not a design course</b>.</p>
<b>What you will study and how you will be assessed:</b>	<p><b>Engineering materials, processes, and production:</b> pupils develop their understanding of a wide range of engineering materials and how their properties and characteristics impact on a design specification. Pupils examine different production processes and their applications.</p> <p><b>Preparing and planning for manufacture:</b> pupils plan and apply appropriate processes to make a pre-production product using machine operations. They carry out a range of manually controlled machining operations and perform quality control checks to review their finished pre-production product.</p> <p><b>Computer aided manufacturing:</b> pupils explore the role of computer applications in the design and manufacture of engineered products by creating computer-aided design (CAD) drawings to produce a computer numerical control (CNC) manufactured example of a product. They compare methods used to manufacture the same product by manually controlled machines and CNC production. They develop their understanding of how computer control is used to produce engineered products in high-volume.</p> <p><b>Quality control of engineered products:</b> pupils develop their knowledge and understanding of the techniques and procedures used, including 'lean processes' to ensure the quality of engineered products. They produce and implement a detailed set of procedures for the quality control of engineered products in a 'real world' situation involving high-volume manufacture of products.</p> <p><b>Unit 1:</b> Written paper, 1 hour, 60 marks  <b>Unit 2:</b> Centre Assessed task, OCR Moderated, 12 hours, 60 marks  <b>Unit 3:</b> Centre Assessed task, OCR Moderated, 12 hours, 60 marks  <b>Unit 4:</b> Centre Assessed task, OCR Moderated, 12 hours, 60 marks</p>
<b>Parental support:</b>	Revision packs will be issued prior to the external assessments. The internet contains many web sites which may be used with discretion and may prove useful.

# GCSE Drama

Open Option

<b>Head of Department:</b>	Miss Maddison
<b>Subject Teachers:</b>	Miss Maddison
<b>Examination Board:</b>	AQA
<b>Specification:</b>	8261
<b>Subject information:</b>	<p>Pupils who participate in a GCSE Drama course will find that the life skills developed and practised are invaluable in many areas of further education and employment.</p> <p>Drama offers pupils a chance to not only develop their communication and language skills but also their creative, social, analytical, and critical thinking skills. You need to be confident to take part in group and whole class discussions/performances and to have a willingness to share your ideas with others.</p> <p>As well as acting GCSE drama also incorporates elements of lighting design, sound design, costume design, set design, directing, stage managing, events co-ordination, financing, and marketing.</p>
<b>What you will study and how you will be assessed:</b>	<p>There are three components in the GCSE Drama course:</p> <p><b>Component 1: Understanding drama (40% of qualification)</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of drama and theatre</li> <li>• Study of one set play from a choice of six</li> <li>• Analysis and evaluation of the work of live theatre makers</li> </ul> <p>How is it assessed?</p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour and 45 minutes</li> </ul> <p><b>Component 2: Devising drama (40% of qualification)</b></p> <ul style="list-style-type: none"> <li>• Process of creating devised drama</li> <li>• Performance of devised drama (pupils may contribute as performer or designer)</li> <li>• Analysis and evaluation of own work</li> </ul> <p>How is it assessed?</p> <ul style="list-style-type: none"> <li>• Coursework; Devising log (60 marks)</li> <li>• Devised performance (20 marks)</li> </ul> <p><b>Component 3: Texts in Practice (20% of qualification)</b></p> <ul style="list-style-type: none"> <li>• Performance of two extracts from one play (pupils may contribute as performer or designer)</li> </ul> <p>How is it assessed?</p> <ul style="list-style-type: none"> <li>• Performance of Extract 1 (20 marks) <b>and</b> Extract 2 (20 marks)</li> </ul>
<b>Parental support:</b>	<ul style="list-style-type: none"> <li>• Pupils will be provided with a copy of the set text required for the examination.</li> <li>• Revision packs will be issued for the relevant components.</li> <li>• The internet is an excellent resource for research - links to these are placed on the Ian Ramsey Academy website.</li> </ul>

# OCR Enterprise and Marketing

Open Option

<b>Head of Area:</b>	Mrs Russell
<b>Subject Teachers:</b>	Mrs Russell
<b>Examination Board:</b>	OCR
<b>Specification:</b>	J819
<b>Subject information:</b>	All pupils will sit one examination and complete two units of non-examined assessment. There is an opportunity to re-sit the examination once if required.
<b>What you will study and how you will be assessed:</b>	<p><b>RO64: Enterprise and Marketing Concepts</b> Pupils explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers. Assessed by a written examination.</p> <p><b>RO65: Design a Business Proposal</b> Pupils are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek, and act on feedback, and cost their proposals. In their work on this unit, they will develop their self-assessment, collaborative working, creativity, numeracy, research, and evaluative skills. Assessed by completing tasks set by the exam board and marked by the teacher.</p> <p><b>RO66: Market and Pitch a Business Proposal</b> Pupils prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise, and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation. Assessed by completing tasks set by the exam board and marked by the teacher.</p>
<b>Parental support:</b>	All resources will be available on Google Classroom. This will include lesson resources, revision materials and help sheets/videos for the centre-assessed tasks.

# OCR Creative iMedia: Web Design

Open Option



<b>Head of Area:</b>	Mrs Russell
<b>Subject Teachers:</b>	Mrs Russell
<b>Examination Board:</b>	OCR
<b>Specification:</b>	J817
<b>Subject information:</b>	All pupils will sit one examination and complete three units of non-examined assessment. There is an opportunity to re-sit the examination once if required.
<b>What you will study and how you will be assessed:</b>	<p><b>RO81: Pre-Production Skills</b> Pupils are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques. Assessed by a written examination.</p> <p><b>RO82: Creating Digital Graphics</b> Building on the skills and understanding that they have developed in the previous unit, pupils explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief. Assessed by completing tasks set by the exam board and marked by the teacher.</p> <p><b>RO85: Creating a Multipage Website</b> Pupils explore the different properties, purposes and features of multipage websites. They demonstrate their creativity by combining components to create a functional, intuitive and visually pleasing website. Assessed by completing tasks set by the exam board and marked by the teacher.</p> <p><b>RO90: Digital Photography</b> Pupils explore different types of digital photography, photographic equipment, features and settings. They plan and execute a photo shoot according to a specific brief and present a final portfolio. Assessed by completing tasks set by the exam board and marked by the teacher.</p>
<b>Parental support:</b>	All resources will be available on Google Classroom. This will include lesson resources, revision materials and help sheets/videos for the centre-assessed tasks.

# OCR Creative iMedia: Games Design

Open Option



<b>Head of Area:</b>	Mrs Russell
<b>Subject Teachers:</b>	Mr Cook
<b>Examination Board:</b>	OCR
<b>Specification:</b>	J817
<b>Subject information:</b>	All pupils will sit one examination and complete three units of non-examined assessment. There is an opportunity to re-sit the examination once if necessary.
<b>What you will study and how you will be assessed:</b>	<p><b>RO81: Pre-Production Skills</b> Pupils are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques. Assessed by a written examination.</p> <p><b>RO82: Creating Digital Graphics</b> Building on the skills and understanding that they have developed in the previous unit, pupils explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief. Assessed by completing tasks set by the exam board and marked by the teacher.</p> <p><b>RO91: Designing a Game Concept</b> Pupils learn the basics of planning and designing digital games for the creative digital media sector. They investigate the capabilities and limitations of different platforms and identify core features of digital games as they create a games design concept proposal for presentation to a client for critical review. Assessed by completing tasks set by the exam board and marked by the teacher.</p> <p><b>RO92: Developing Digital Games</b> Pupils create and test a playable game from an existing design or brief to develop their knowledge and understanding of different types of digital games creation software, hardware and peripherals.</p>
<b>Parental support:</b>	All resources will be available on Google Classroom. This will include lesson resources, revision materials and help sheets/videos for the centre-assessed tasks.

# OCR Health and Social Care

Open Option



<b>Director of Science:</b>	Mrs Parkinson
<b>Subject Teachers:</b>	Mrs R Robson
<b>Examination Board:</b>	OCR
<b>Specification:</b>	600/4780/X
<b>Subject information:</b>	<p>Health and Social Care introduces pupils to the specialist knowledge and skills needed to work in various care settings. Underpinning the qualification is a focus on core values and communicating with individuals to maintain their dignity and sense of being valued.</p> <p><b>Essential values of care for use with individuals in care settings</b> is assessed through a 1hr written exam set and marked by exam board. All other units are assessed in school.</p>
<b>What you will study and how you will be assessed:</b>	<p>There are two mandatory units:</p> <p><b>Essential values of care for use with individuals in care settings.</b> Pupils learn about the rights of individuals and the values of care required when working in a health, social care, or early years environment. Through role play and case studies they gain understanding of how to apply these values so that individuals' dignity is maintained.</p> <p><b>Communicating and working with individuals in health, social care, and early years settings.</b> Pupils explore different types of communication. They learn about the importance of effective communication to connect with individuals using care services, and they develop their understanding of how the way they communicate impacts on an individual's care.</p> <p>There are eight optional units. Pupils study <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• Understanding body systems and disorders</li> <li>• Understanding life stages</li> <li>• Planning for employment in health, social care and children and young people's workforce</li> <li>• Creative activities to support individuals in health, social care, and early years settings</li> <li>• Understanding the development and protection of young children in an early-years setting</li> <li>• Understanding the nutrients needed for good health</li> <li>• Using basic first aid procedures</li> </ul>
<b>Parental support:</b>	All resources will be available on Google Classroom. This will include lesson resources, revision materials and help sheets/videos for the centre-assessed tasks.

# GCSE Physical Education

Open Option

<b>Head of Area:</b>	Mrs Almack
<b>Subject Teachers:</b>	Mrs Almack, Miss Turver, Mr Howe
<b>Examination Board:</b>	Edexcel
<b>Specification:</b>	1PE0/01 1PE0/02
<b>Subject information:</b>	Only those pupils who opt to will study the GCSE course. There is only one tier of entry meaning all pupils sit the same examination at the end of Year 11. There are no early entry opportunities.
<b>What you will study and how you will be assessed:</b>	<p>This course is designed to build on the skills and knowledge learned at Key Stage 3, providing pupils a well-rounded and full introduction to the world of PE, sport, and sport science.</p> <p>Pupils who opt for GCSE Physical Education will develop an understanding of how the mind and body works in relation to performance in physical activity. The topics studied will include:</p> <ul style="list-style-type: none"> <li>• Sports Psychology</li> <li>• Anatomy and Physiology &amp; use of data</li> <li>• Physical training</li> <li>• Socio cultural influences</li> <li>• Health fitness and well being</li> <li>• Movement Analysis</li> </ul> <p>In addition to the theoretical element of the course, pupils are required to be assessed in a practical performance component which will include one team activity, one individual activity and one free choice activity from the list of permitted activities.</p> <p><b>Please note that this list has been significantly reduced and many of the activities able to be assessed on the old curriculum are no longer approved – please see PE staff for a copy of the 2016 list.</b></p>
<b>Parental support:</b>	<ul style="list-style-type: none"> <li>• Revision packs will be issued prior to the external assessments.</li> <li>• The internet contains many web sites, which may be used with discretion and may prove useful.</li> <li>• Revision guides and workbooks will be available to purchase at a discounted price.</li> </ul>

# OCR Sports Studies

Open Option

<b>Head of Area:</b>	Mrs Almack
<b>Subject Teachers:</b>	Mr Howe / Miss Turver / Mr Kesterton
<b>Examination Board:</b>	OCR
<b>Specification:</b>	J803, J813
<b>Subject information:</b>	<p>Practical performance will be measured via skills and ability in two of the activities published on the approved list. This will consist of one team sport and one individual. We would expect pupils to be actively engaging in practical activity in their own time and be performing at a competitive level.</p> <p>Independent learning and research skills will be essential. The specification is wide ranging and varied. Pupils will be expected to have an active interest in how the mind and body work, in relation to physical activity, and have knowledge of practical activities against which to apply the theories.</p>
<b>What you will study and how you will be assessed:</b>	<p>This course is designed to build on the skills and knowledge learned at Key Stage 3, providing pupils with a well-rounded and full introduction to the world of PE, sport and sport studies. The PE department are offering an examination qualification which will result in OCR National Accreditation. Pupils have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership, to their own practical performance. They will learn about contemporary issues in sport such as funding; participation; ethics and role models; sport and the media. Pupils will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry. The topics studied will include:</p> <ul style="list-style-type: none"> <li>• Contemporary Issues in Sport</li> <li>• Developing Sports Skills</li> <li>• Sports Leadership</li> <li>• Sport and the Media</li> </ul>
<b>Parental support:</b>	<p>Revision packs will be issued prior to the external assessments.</p> <p>The internet contains many web sites, which may be used with discretion and may prove useful. The course is primarily coursework based so support will be required in helping pupils to meet deadlines and stay on top of weekly tasks.</p>