

# RUSHCLIFFE SPENCER ACADEMY

Everyone will be given the chance to shine brightly.

## Year 9 Options

2022 - 2024



# Message to Parents and Carers

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Dear Parents / Carers

Welcome to our year 9 options process. This is an exciting time for pupils; it is the first time in their educational journey that they are able to make choices about what they study...and perhaps make some conscious choices about what they don't study! Just as pupils may be enthused by this, I am sure that they will be anxious to make the right choices. In my virtual assembly, I encouraged them to take their time and gather as much information as possible before making choices, listening carefully to the advice of those who know them well – namely you, their parents and carers, and the teachers and other staff with whom they work most closely. They should keep an open mind to new subjects and courses of all types.

Your child should consider subjects and pathways relevant to their future aspirations and in which they can succeed. Our aim is for all pupils to finish year 11 with the best possible set of qualifications in order that they are able to follow an appropriate pathway post 16 – whether that is here, in our Sixth Form, at another further education provider, in an apprenticeship or in the world of work.

As with everything over the last few months, we have continued to adapt the options process. There will be plenty of guidance available to pupils from teachers, form tutors and other staff across the school. This includes: introductory options presentations in form time; videos on new subjects and linked to careers; Bright Day; all the resources available on Unifrog; and, of course, this booklet. The online options evening will give you and your child a chance to hear presentations from subjects and ask questions and there will be some other videos and materials on the options page of the website. We will also hold a follow up event on site for pupils who require modified pathways or who may need more help in making choices.

The education system has continued to be in a state of constant change. New GCSE courses introduced over the last five years or so in all subjects, are now well embedded. These courses have different content and a different grading system to those in previous years. GCSEs are assessed using a number scale (9-1) instead of letters and vocational courses have a different grading system.

Pupils at Rushcliffe Spencer Academy make excellent progress, irrespective of their starting points in year 7. Much of this success comes from providing a curriculum that meets pupils' needs and aspirations – coupled, of course, with high expectations, good quality teaching and excellent support. We cannot overstate the value of good and appropriate qualifications at the end of year 11. These will allow access to pupils' next stage of learning and, ultimately, their future career paths. As you look further into the future, please do bear in mind the excellent opportunities available post 16 at the Rushcliffe Spencer Academy Sixth Form.

We hope that the online options evening will give you the opportunity to ask any questions you may have but you can also email [admin.office@rushcliffe.notts.sch.uk](mailto:admin.office@rushcliffe.notts.sch.uk) and we'll respond as quickly as we can.

Yours faithfully



**Damian Painton**  
Principal

# Introduction

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Year 9, this booklet is for you. It will help you choose the courses you will follow for the next two years at Rushcliffe Spencer Academy. It is important that the choices you make are the right ones for YOU.

You need to use this booklet, along with the information you get during your virtual bright day and advice that you are given by your teachers and parents. Think about the subjects you are good at and enjoy studying. Listen to the advice you have been given and make sensible, well thought out decisions. Make sure you understand about the different courses on offer. Are you sure how GCSEs differ from, for example, Cambridge Nationals? Do you understand the options form you and your parents/carers will complete? Do you know what career you wish to follow? When you finish year 11, do you hope to stay on in the Sixth Form or go to college?

Hopefully, most of these questions will be answered over the next few weeks so that, when you submit your options form, the choices you have made will be as a result of a lot of thought and discussion with people who know you well. They will be the right choices not just the easy or obvious ones.

It is important that, at the end of the process, you can look forward to starting year 10 with confidence, knowing you are following courses which will enable you to succeed in gaining the right qualifications to access your next steps in education or training.

## Some Dos and Don'ts

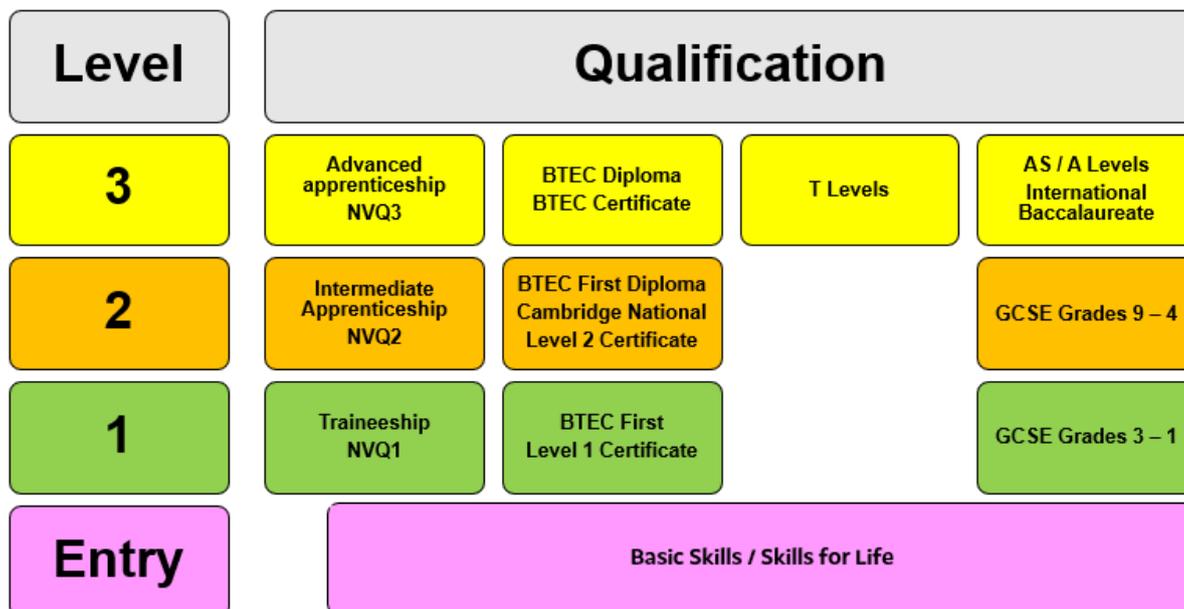
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<p>Do </p>	<p>Don't </p>
<p>Talk to your teachers and family about your options; they know you best and are there to help.</p>	<p>Choose a subject just because you like a particular teacher.</p>
<p>Opt for a balanced choice to keep open future careers and study options.</p>	<p>Choose a subject just because your friends are choosing it. You need to decide about your future. Everyone's needs are different.</p>
<p>Choose subjects you are interested in and are keen to learn more about.</p>	<p>Dismiss a subject because you have not heard of it or it is not GCSE. Our vocational subjects are highly regarded, give you a GCSE equivalent and have clear pathways beyond year 11</p>
<p>Think about what you want to do after your GCSEs.</p>	<p>Think university or higher apprenticeships are not for you. Have high aspirations and listen to your subject teachers.</p>
<p>Be realistic about your skills and abilities. Choose subjects that match your strengths and listen to advice.</p>	<p>Miss the deadline</p>

## Qualification Levels

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You may hear people refer to different qualification levels. The diagram below shows the levels and equivalences of different qualifications. Please note that not all qualification types are shown – we have focussed on the most common.



## English Baccalaureate

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Over a number of years, the government has been concerned that not enough children were doing a broad range of academic subjects. They have an aspiration that more pupils should gain a grade 5 or above in five selected subjects. These are:

- GCSE English
- GCSE Mathematics
- 2 x GCSE Science (includes combined science, biology, chemistry, physics and/or computer science)
- GCSE History or Geography
- GCSE Language – at Rushcliffe, either Spanish or French

If you do these subjects, you will be credited with having the English Baccalaureate. You will not receive a separate certificate but the subjects give a good base to choose the A levels that are particularly well thought of by universities. This is especially the case for a group of universities called 'The Russell Group' which are prestigious. At the moment, universities have no plans to make the English Baccalaureate an entry requirement and many of the other level 2 courses we offer are also very highly thought of by universities.

## Level 1 / Entry Level Qualifications

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Some of the subjects can be taken at a Level 1 (Foundation GCSE) and Entry Level. If we feel this is appropriate for you, we will speak to you and your parents/carers. We will also provide information on the courses on offer.

# Vocational Qualifications

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The vocational qualifications we currently offer are:

- Construction and the Built Environment (BTEC)
- Creative iMedia (OCR Cambridge National)
- Enterprise and Marketing (OCR Cambridge National)

They are level 2 qualifications. You will gain a pass, merit, distinction or distinction\* at the end of the course. These are recognised to be equivalent to higher grade GCSEs so are suitable for pupils of all abilities.

They are assessed using a portfolio (work you do in class marked by the teacher and checked by the examination board) along with externally marked exams. Many pupils find it helpful to include at least one course that does not rely entirely on assessment by examination in their choices.

# Languages

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As a school, we strongly believe that being able to offer a modern foreign language is a great advantage for your future prospects.

If you are a dual linguist (you study two languages currently), you would generally be expected to take at least one of these languages as a GCSE option. Those pupils who have studied only Spanish at key stage 3 are very welcome to continue their study of Spanish. However, their year 9 course leads to a GCSE or level 1 certificate entry at the end of it and they will have a language qualification. This is not the case for dual linguists.

There are a small number of pupils who have not studied languages at key stage 3, having taken a literacy programme in its place. Unfortunately, it is not possible for those pupils to study a GCSE language. However, there are extra-curricular opportunities available to all pupils in languages.

Some pupils are currently studying Mandarin and/or Latin in year 9. We hope to be able to offer enrichment and/or extra-curricular opportunities in these subjects during years 10 and 11. If demand is sufficient, this might also involve working towards a GCSE in the subject.

# Examinations and Assessment

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Your brothers and sisters or friends may have done modular exams throughout their GCSE courses. This means that they did exams at different times during their course. A few years ago, the government changed this way of assessing GCSEs and you will not be able to do this. All exams must now be taken at the end of the course. This will usually be at the end of year 11. For some students there may be a possibility of entering for the exam early (particularly in the vocational courses); however, the vast majority of exams will be in the summer of year 11.

'Non-examined assessments' will take place throughout the course in some of your subjects. These are tasks completed in school, marked by your teacher and then checked by the exam board.

# Sixth Form

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We hope that many of you will stay with us into the Sixth Form. Rushcliffe Sixth Form is very successful. The majority of our students go onto university, including Russell Group universities, Oxford and Cambridge, but there are also plenty of pupils who are supported to take up places on higher apprenticeships or move into employment.

If you or your parents have any queries related to Sixth Form, you can contact the Sixth Form team via the school telephone number (0115 9744050) or [sixthformoffice@rushcliffe.notts.sch.uk](mailto:sixthformoffice@rushcliffe.notts.sch.uk)

The Level 3 courses (A levels and equivalent) we currently offer are:

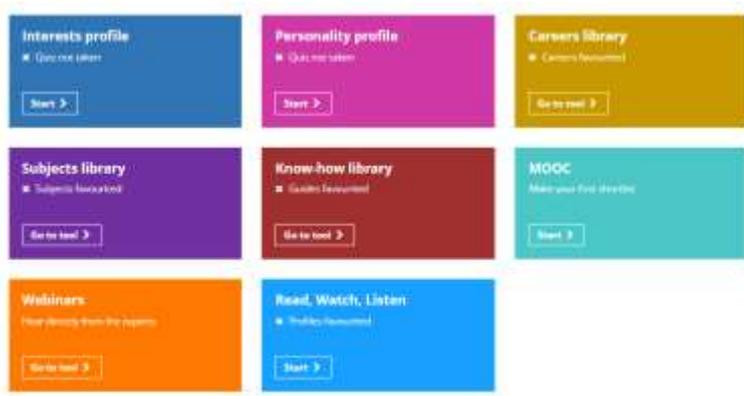
Extended Certificate Applied Business	A level English Literature	A level Music
BTEC Applied Science	Applied Diploma Food Science & Nutrition	A level Philosophy & Ethics
A level Art	A level French	A level Physical Education
A level Biology	A level Further Mathematics	A level Physics
A level Business Studies	A level Geography	A level Product Design
A level Chemistry	BTEC Health & Social Care	A level Politics
A level Computing	A level History	A level Psychology
A level Drama & Theatre	Cambridge Technical IT	A level Sociology
A level Economics	A level Mathematics	A level Spanish
A level English Language & Literature	A level Media Studies	A level Textiles

You can also view a summary of the various options open to pupils post 16 on the next page. If you have any more general further studies or careers-related questions, you can contact Ms Waters, our careers co-ordinator.

# Unifrog

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**Have you looked at all the resources available on unifrog ?**



You can view more information on progression, further study and careers on Unifrog.

Most pupils will have had the opportunity to make use of Unifrog in school already.

Go to [www.unifrog.org/student](http://www.unifrog.org/student) to log in.

Pupils can log in with their school email address.

Parents / carers can use the following sign up code: **parentsrushcliffe**

# The Options Form

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The options form is very simple and is completed via EduLink One. It is accessed in the 'forms' section of the parent / carer account.

The overwhelming majority of pupils are expected to do at least one of Geography, History, French, Spanish, Computing or Triple Science. This is to make sure you have a broad base of academic qualifications in order to keep as many options as possible open to you in the future. This is section A on the form.

You then have a free choice for the remaining three options (section B). You choose the options you want to do and put them down in the order that is most important to you. Choice 1 will be the most important and Choice 3 the least. Your reserve choice will be number 4. Order is important because we will use this in the event that we cannot offer you your first-choice combination of courses. It may be that a course is oversubscribed, a particular combination cannot be accommodated or a course is not running.

# Success for Everyone

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There are different pathways to gaining successful accreditation in year 11 at Rushcliffe Spencer Academy. We will guide you through a pathway suitable for you. We want you to reach the end of year 11 and have everything you need to progress to your next stage of education, training or employment.

This is a really exciting time for you. There are many wonderful opportunities and enjoyable challenges ahead of you. If you work hard and really engage in your lessons you can look forward to a fantastic next two years with many rewards.

Happy choosing!

Mr Painton  
Principal

# What's your next move?

Compare your options after GCSE

QUALIFICATION	DESCRIPTION	LENGTH OF TIME	ASSESSMENT	LEVEL OF STUDY	AWARDS UCAS POINTS?	ENTRY REQUIREMENTS	WORK EXPERIENCE	WHAT DOES IT LEAD TO?
<b>APPRENTICESHIPS</b> <small>www.apprenticeships.gov.uk</small>	A real job with training and a salary.	1 Year minimum	Apprenticeship dependent (inc. demonstrations, presentations and/or exams)	2/3 With the possibility to progress to apprenticeship up to level 3	No	<ul style="list-style-type: none"> <li>- Employer dependent</li> <li>- Age 16+</li> <li>- Evidence of interest and ability to complete</li> </ul>	Yes (paid job with at least 20% off the job training)	<ul style="list-style-type: none"> <li>- Higher level or degree apprenticeship</li> <li>- University/College</li> <li>- Work</li> </ul>
<b>A LEVELS</b>	An academic qualification, similar in style to GCSEs, that prepares you for further study.	2 Years	Mostly exams at the end of the course	3	Yes	For individual schools and colleges to decide (commonly 5 GCSEs at grades 4 and above)	No	<ul style="list-style-type: none"> <li>- Apprenticeship</li> <li>- University/College</li> <li>- Work</li> </ul>
<b>T LEVELS</b> <small>www.tlevels.gov.uk</small>	A technical study programme, equivalent to 3 A levels, with an industry placement that makes up 20% of the course. T levels are designed to give you the skills that employers need.	2 Years	Exams, projects and practical assignments	3	Yes	Set by each school/college	Yes (80% classroom, 20% work)	<ul style="list-style-type: none"> <li>- Apprenticeship</li> <li>- University/College</li> <li>- Work</li> </ul>
<b>TECHNICAL/VOCATIONAL QUALIFICATIONS</b> <small>www.gov.uk/government/organisations/qualifications-boards/about-us</small>	Qualifications which teach you how to do tasks specifically related to the industry and role you want to be in.	Course dependent	Course dependent (coursework & exams)	3*	Some (course & awarding organisation dependent)	Course dependent	Course dependent	<ul style="list-style-type: none"> <li>- Apprenticeship</li> <li>- College</li> <li>- Work</li> </ul>
<b>APPLIED QUALIFICATIONS</b> <small>www.gov.uk/government/organisations/qualifications-boards/about-us</small>	Qualifications that prepare you for further study by combining academic learning with practical skills to give you a broad overview of working in a sector.	Course dependent	Course dependent (coursework & exams)	3	Yes	Set by each school/college	Course dependent	<ul style="list-style-type: none"> <li>- Apprenticeship</li> <li>- University/College</li> <li>- Work</li> </ul>
<b>TRAINESHIPS</b> <small>www.gov.uk/government/organisations/qualifications-boards/about-us</small>	A work focused study programme that prepares you for an apprenticeship or work.	3 Months - 6 Months	A formal job or exit interview with written feedback. Coursework and exams are course dependent	N/A	No	Have little to no work experience and qualified below Level 3	Yes	<ul style="list-style-type: none"> <li>- Apprenticeship</li> <li>- Work</li> </ul>

\*Levels are designed to introduce the complexity of qualifications and apprenticeships, allowing people to draw comparisons and understand where they sit in relation to the other options which are available. There are 3 levels plus entry level, with the higher levels offering the highest difficulty.

Find out more about the different levels at [www.gov.uk/what-different-qualification-levels-mean](http://www.gov.uk/what-different-qualification-levels-mean)

Visit [nationalcareers-service.gov.uk](http://nationalcareers-service.gov.uk) for information about careers, training and work.

Applies to England only



HM Government

# The Key Stage 4 Curriculum

The curriculum is a combination of subjects you must study (core) and subjects you can choose to study (options). Rushcliffe has a 50-hour, 2-week timetable.

## Core Subjects

Subject	Head of Faculty	Hours taught per fortnight	Page
GCSE English Language GCSE English Literature	Ms C Allen	8	10
GCSE Mathematics	Ms R Berry	8	12
GCSE Combined Science	Mr C Malloney	10	14
Physical Education (non-examination)	Mr A Paling	4	-
Religious Education Citizenship RSE and Health Education	There are no separate lessons for these subjects. They are delivered through form time learning, 'bright days' and within other subject areas. Pupils can choose GCSE Philosophy & Ethics (RE) as one of their options.		

## Option Subjects

All subjects are taught for 5 hours per fortnight.

Subject	Head of Faculty	Course Leader	Page
GCSE Spanish	Ms E Vicente	Mr S Francis	16
GCSE French		Ms P van der Velden	18
GCSE Geography	Ms T Purnell	Ms L Lacey	20
GCSE History		Mr T Howse	22
GCSE Philosophy and Ethics		Ms M Moran	24
GCSE Business Studies	Mr M Young	Mr D Jenkins	38
GCSE Economics		Mr D Jenkins	40
Cambridge National Enterprise and Marketing		Mr D Jenkins	42
GCSE Computer Science	Mr A Salmeron	Mr A Salmeron	26
Cambridge National Creative iMedia		Mr A Salmeron	28
GCSE Art	Mr B Pitts	Ms C Harrington	30
GCSE Drama		Ms J Wilson	32
GCSE Music		Mr C Dove	34
BTEC Construction and the Built Environment	Ms M Weston	Ms K Fothergill	51
GCSE Design and Technology		Ms K Fothergill	46
GCSE Food Preparation and Nutrition		Ms T Lacey	48
GCSE Textiles		Ms T Lacey	50
GCSE Physical Education	Mr A Paling	Mr A Paling	36
GCSE Media Studies	Ms C Allen	Ms L Summers	44
GCSE Triple Science	Mr C Malloney	Mr C Malloney	14

## English GCSE \*\*core subject\*\*

Course Leader	Ms C Allen <a href="mailto:callen@rushcliffe.notts.sch.uk">callen@rushcliffe.notts.sch.uk</a>	Examination Board Information	AQA <a href="#">8700</a> / <a href="#">8702</a>
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### Introduction

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English is an essential and exciting subject, and at Rushcliffe we are lucky to have an excellent English department which consistently produces outstanding results. The course is extensive and covers many essential areas in terms of students' expertise in English, but also their overall literacy and development as a 'deep-thinking' individual.

Students will receive two distinct qualifications: GCSE English Language and GCSE English Literature, both taught over a two year period. Success in GCSE English Language is commonly regarded, alongside GCSE Maths, as the benchmark for any future study. For this reason, English is mandatory for all students.

### Structure of the Course at Key Stage 4

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While students are well-prepared for assessments through checkpoints and practice exams, GCSE teaching provides enjoyment of a real depth and breadth of experience. Students are expected to come to lessons with an inquisitive, analytical mind-set and to be reading, consolidating their notes and revising outside of lessons in order to be successful.

### Course Content

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#### GCSE English Language

##### Paper 1: Explorations in Creative Reading and Writing

- External written examination (50% of the total GCSE marks)
- 1 hour 45 minutes (80 marks)
- Section A Reading (40 marks): One unseen literature fiction text
- Section B Writing (40 marks): Descriptive or narrative writing

##### Paper 2: Writers' Viewpoints and Perspectives

- External written examination (50% of the total GCSE marks)
- 1 hour 45 minutes (80 marks)
- Section A Reading (40 marks): One unseen non-fiction text and one linked unseen literary non-fiction text
- Section B Writing (40 marks): Writing to present a viewpoint

Students will also receive a separate Spoken Language endorsement (0% weighting of GCSE) which is teacher-assessed throughout the course. This includes: presenting; responding to questions and feedback; and use of Standard English

#### GCSE English Literature

*NB: All examinations are closed book.*

##### Paper 1: Shakespeare and the 19th-century novel

- External written examination (40% of the total GCSE marks)
- 1 hour 45 minutes (64 marks)
- Section A Shakespeare: One question on their studied play (Macbeth). Students will be required to write in detail about a printed extract from the play and then to write about the play as a whole.
- Section B The 19th-century novel: One question on their studied novel (The Strange Case of Dr Jekyll and Mr Hyde or A Christmas Carol). Students will be required to write in detail about a printed extract of the novel and then to write about the novel as a whole.

## Paper 2: Modern texts and poetry

- External examination (60% of the total GCSE marks)
- 2 hour 15 minutes (96 marks)
- Section A Modern texts: One essay question from a choice of two on the studied modern text choice (An Inspector Calls).
- Section B Poetry: One comparative question on one named poem selected on the paper and one other poem from an anthology cluster (Love and Relationships).
- Section C Unseen Poetry: One question on one unseen poem and one question comparing this poem with a second unseen poem.

## Assessment

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Students will study units for both GCSE subjects across the two years and will then be assessed by 100% external examinations at the end of Year 11. All students sit the same papers; there is no tier entry.

## Pathways Post 16

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Following GCSE, students who excel in English generally take A Level courses in English Language and/or Literature and go on to be effective in any field of employment or further education. For those with a real passion, Degree level courses in English Language and/or Literature remain popular and can lead to careers in writing, journalism, publishing, editing, teaching, broadcasting, media, law, psychology and social work.

## Extra-curricular Opportunities

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Students have the opportunity to attend local theatre productions of the set texts. There are also opportunities to enter a range of creative writing competitions such as 'Empowered' or 'Young Writers'. Where possible, students will also engage with career links and through the LRC there are author visits. The Faculty also runs revision sessions in preparation for examinations.

## Mathematics GCSE \*\*core subject\*\*

Course Leader	Ms R Berry <a href="mailto:rberry@rushcliffe.notts.sch.uk">rberry@rushcliffe.notts.sch.uk</a>	Examination Board Information	AQA <a href="#">8300</a>
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### Introduction

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The maths department strives to instil pupils with the confidence and capability to apply their mathematical knowledge in various situations. Along with being excellent at preparing pupils for their GCSEs the maths department works to develop pupils' reasoning and problem solving skills to ensure they have the tools to be successful beyond the classroom.

### Structure of the Course at Key Stage 4

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To prepare pupils for the GCSE, recap of prior content is built into their homework as well as in lessons. Revision sessions and out of lesson support is also available, particularly in the build up to mocks which are vital training in exam technique. We also expect pupils to come to lessons prepared for learning by having basic mathematical equipment, including a scientific calculator, ruler, protractor and a pair of compasses.

### Course Content

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Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability, Statistics

### Assessment

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Students will enter GCSE Maths at either Higher Tier (Grades 9 - 4) or Foundation Tier (Grades 5 - 1), on the new numbered system.

There is no coursework element to the course.

Recent changes to KS4 assessment regulations mean that pupils must take three question papers (each 1 hour 30 minutes) at the same tier. All question papers must be taken in the same series. Each paper contains equal weighting (80 marks).

The most able students may also cover a course in Further Mathematics. This is a level 2 qualification, which will deepen and expand their mathematical understanding.

We aim to be flexible on the pathway taken by each student in Mathematics and in some circumstances students may be offered a more appropriate course at entry level 1, 2 or 3.

### Pathways Post 16

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Strong mathematicians will enjoy and be well equipped to meet the demands of A-level mathematics. In addition to being a fascinating subject in its own right, maths is a facilitating subject to most post 16 subjects, with many having statistical elements to them, particularly any of the sciences.

### Extra-curricular Opportunities

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Students can develop their problem solving skills by taking part in the Intermediate Maths Challenge and Maths Feast competition as well as refine their codebreaking skills in the National Cipher Challenge. Year 10 pupils will also meet employees from Experian in a finance lesson about credit scores and have the opportunity to visit Experian's Fairham House data centre.

## Frequently Asked Questions

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How do you decide who does higher or foundation tier?

*Following analysis of assessment performance throughout year 9 alongside teacher input, pupils are put into sets for the start of year 10 with initial tiers decided. However, tiers of some students aiming for grades 4 and 5 will be flexible throughout Year 10 and finalised in Year 11. This is done using mock exam results and unit test scores, as well as discussions with pupils and parents to ensure tier entry allows the pupil to demonstrate their ability and achieve the best outcomes.*

What is the highest grade available on the foundation tier?

*The highest grade on the foundation tier is a grade 5 (which can be thought of as a low grade B using the old GCSE system).*

How is setting managed?

*Pupils are put into sets at the start of year 10 following a review of assessment performance throughout Year 9 alongside teacher input. There are opportunities for pupils to move sets during the year, with specific review points in December of year 10, September of year 11 and January of year 11. We have also updated the KS4 scheme of work so that all pupils follow the same programme of study during year 10 to support any set/tier changes.*

What resources are available to support my child?

*The school orders revision guides to purchase and pupils are also given logins for [vle.mathswatch.com](http://vle.mathswatch.com) and [hegartymaths.com](http://hegartymaths.com) which are good resources for independent learning as well as [hegartymaths.com](http://hegartymaths.com) which is used for homework.*

Who studies the Level 2 Certificate in Further Mathematics?

*Due to the already high demand of the new GCSE specification, only pupils striving for grade 9s study this course. This roughly equates to those who finish Y9 with a level of 5+ or higher. The course is taught alongside the GCSE course during maths lessons and sometimes through twilight sessions. The course does not begin until the summer term of year 10 after the December set review and discussions with pupils and parents.*

## Science GCSE \*\*core subject with option of triple science\*\*

Course Leader	Mr C Malloney <a href="mailto:cmalloney@rushcliffe.notts.sch.uk">cmalloney@rushcliffe.notts.sch.uk</a>	Examination Board Information	AQA <a href="https://www.aqa.org.uk">8464/8461-8463</a>
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### Introduction

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The Science courses at Rushcliffe explore a wide range of concepts in Physics, Chemistry and Biology. It brings many relevant and interesting aspects of science to life and gives students the broadest possible view of the importance and impact of science.

A majority of students will opt for Double Award Science which will follow the AQA “Combined Science Trilogy” GCSE specification. It gives students a balanced experience of Biology, Chemistry and Physics over the two year course. Students will have five lessons each week for science, delivered by two or three different science teachers. At the end of year 11, students will be assessed and will achieve two GCSE qualifications to reflect their success in Double Award Science.

Many students may wish to study the AQA Triple Award Science and work towards separate GCSEs in each of Biology, Chemistry and Physics. Students who wish to follow this pathway must choose the triple science option. However, all students are expected to have a balanced diet of all three science subjects and therefore it is not possible to select only two science subjects and drop the third one. (i.e. choose Biology & Chemistry only).

Students who choose the triple science option will have seven lessons of science a week which will be delivered by three different science teachers who will be teaching within their own specialism. At the end of year 11, students will be assessed and will gain three GCSE qualifications to reflect their success in Triple Award Science.

It is strongly recommended that students who take the Triple Award option are passionate about Science, as they will be studying it for 7 hours a week.

### Structure of the Course at Key Stage 4

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Students will study all three sciences over a two-year course. There will be equal amounts of Biology, Physics and Chemistry taught over that time. Mock exams are a hugely important part of the course and these are taken in the summer of year 10 and in November and March of year 11.

### Course Content

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#### Biology Topics

Cell biology; Organisation; Infection and response; Bioenergetics; Homeostasis and response; Inheritance, variation and evolution; Ecology

#### Chemistry Topics

Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes; The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources

#### Physics Topics

Space Physics (Triple Science Only); Energy; Electricity; Particle model of matter; Atomic structure; Forces; Waves; Magnetism and electromagnetism

### Assessment

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The **Double Award** qualification involves six written exams in total which will account for 100% of the final mark awarded; there is no longer a coursework element to this qualification and all exams are taken at the end of Year 11. The six exams are available as either higher or foundation tier and will consist of two exams

for Biology, two exams for Chemistry and two exams for Physics. Each exam will assess different topics within each subject.

Each exam paper will have 70 marks available, will last 1 hour and 15 minutes and will contain a mixture of multiple choice, structured, closed and short answer questions as well as some elements of open response answers. The final GCSE grades awarded will reflect overall performance across all 6 exams and will fall on a 17 point sliding scale from 9-9, 9-8, 8-8 (Higher level) down to 2-2, 2-1 and 1-1 (Lower level).

The **Triple Award** qualification (GCSE Biology, GCSE Chemistry and GCSE Physics) will be assessed by two written exams **for each** of the GCSE science subjects and the combined results for the two subject specific exams will account for 100% of the final mark awarded; again, there is no longer a coursework element to this qualification and all exams must be taken at the end of Year 11. Each of the exams will be available as either higher or foundation tier and each exam will assess different topics within each subject.

Each exam paper will have 100 marks available, will last 1 hour and 45 minutes and will contain a mixture of multiple choice, structured, closed and short answer questions as well as some elements of open response answers. The final GCSE level awarded will reflect overall performance across both exams for that specific subject and as a result students will receive three separate science GCSE grades in the range 9 to 1 (one grade each for GCSE Biology, GCSE Chemistry and GCSE Physics).

## Pathways Post 16

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Students that sit the higher tier papers in the summer of year 11 and achieve higher grades will be well prepared for A-Level and Level 3 BTEC Science courses here at Rushcliffe. Students that sit the foundation courses will be able to access other qualifications at local colleges.

## Extra-curricular Opportunities

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Students can get involved in a number of activities including trips and working with key stage 3 students at our after-school STEM and Lego Robotics clubs.

## Frequently Asked Questions

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Do you have to take triple science to do A-Levels?

*Not at all. Triple science allows students to explore some topics in a bit more breadth, but not more depth. Students doing double and triple science can work to the same level and develop the same skills.*

How do you decide who does higher or foundation tier assessments?

*In January of year 11, following mock exam results, teachers and students discuss past assessment performance and decide which tier will allow them to demonstrate their ability best and yield the best grades.*

Do students do much practical?

*Yes! We pride ourselves on having excellent resources which allow students to experience lots of practical work and enrich lessons with opportunities to get "hands-on".*

## Spanish GCSE

Course Leader	Mr S Francis <a href="mailto:sfrancis@rushcliffe.notts.sch.uk">sfrancis@rushcliffe.notts.sch.uk</a>	Examination Board Information	Eduqas <a href="#">C810P</a>
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### Introduction

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The aim of GCSE Spanish is fourfold:

- It will enable you to communicate with speakers of Spanish in a variety of contexts and for a variety of purposes.
- It will provide you with a solid foundation of grammar on which to build further linguistic skills and become fluent in Spanish.
- It will broaden your horizons as you will learn about cultural differences across the wider world of Spanish speaking countries.
- You will foster very valuable transferable skills such as confidence, communication, problem solving, memory and resilience.

### Structure of the Course at Key Stage 4

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Spanish lessons at key stage 4 are dynamic, clearly structured and varied. You will continue to improve on your four skills (Speaking, Writing, Reading and Listening) by carrying out a variety of engaging activities designed to cater for a variety of learning styles. Learning Spanish is all about communication and supporting each other. You will be encouraged to 'give it a go' without worrying whether you get it wrong. Learning Spanish requires regular contact with the language, hence completing homework every week is essential to success.

### Course Content

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The content of the course is organised under three broad themes:

- Identity and culture: self and relationships, technology and social media, health and fitness, entertainment, Spanish festivals, customs and traditions.
- Local and international global areas of interest: Spain and Spanish speaking countries, environment, holidays
- Current and future study and employment: school life, work experience, part-time jobs, jobs and future plans.

You will learn how to express and justify points of view on each of the topics above. You will consolidate and improve your knowledge of grammar. You will be expected to use three different time frames, a variety of complex structures and vocabulary.

### Assessment

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The GCSE is examined with final exams in year 11 in the main four skill areas: listening, reading, speaking and writing. All the skills are of equal weighting, each one accounting for 25% of the final grade. You will be entered for either the Foundation Tier (up to Grade 5) or the Higher Tier (up to Grade 9) in all the skills. It is not possible to mix and match tiers.

The questions in the **listening and reading exams** only require short responses. These include a mixture of: multiple choice questions; match up pictures and statements; one word or short phrase answers to questions in either Spanish or English. In addition, the last question of the reading paper is translation from Spanish into English. The **writing exam** includes translation of a short passage into Spanish and two pieces of writing of a maximum of 90-120 words for Foundation Tier and 120-150 words for Higher Tier. The **speaking exam** includes a role-play situation, a photo description and a conversation in the form of questions and answers about the topic areas mentioned above.

## Pathways Post 16

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The study of foreign languages is a highly sought-after skill in our globalised and vibrant world. Being part of the English Baccalaureate set of core subjects it is a proven fact that studying a GCSE in a language will open doors, whether it is in employment, accessing further education or when visiting other countries as a tourist. In addition, it will provide you with valuable transferable skills which will be of benefit to other subjects and it is a well-respected qualification which is highly regarded by the best universities

## Extra-curricular Opportunities

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Barcelona residential trip: This is a four-day educational visit to Barcelona where you will visit cultural sights, museums, go to the beach and take part in traditional Spanish customs such as eating authentic tapas and having a go at Flamenco dancing.

Language leaders programme: Year 10 students are also encouraged to take part in the Language Leaders Programme which rewards participation in a variety of linguistic and cultural activities from 'learning to teach' and coaching other students to fundraising.

Visits to the theatre and Broadway Cinema: You will have the opportunity to attend fun and cultural Spanish events when relevant events and shows arise locally, for example going to see Spanish films, dance etc.

## Frequently Asked Questions

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Will studying Spanish at key stage 4 be very different from studying it at key stage 3?

*There will be a mixture of both familiar topics – such as the topic of 'school' – and fresh, exciting ones: for example learning about Spanish festivals, customs and traditions. The class sizes will be smaller which will allow for more personal feedback and interactions with your teacher and peers.*

What language should I study?

*No one language is better than another. You need to learn the language that feels right for YOU. There are, however, many advantages to doing Spanish and French. Both languages are Latin based, therefore the similarities in vocabulary and grammar allow you to make faster progress than if you learn only one. There is an extreme shortage of linguists in the UK therefore by studying two languages you will create your own niche and set yourself apart!*

What do 'dual-linguist' say about doing Spanish and French?

*"At first I was worried that I would get confused between languages and sometimes I used Spanish words in my French work and vice versa but as I got more and more into year 10 I noticed that my reading and listening were improving really fast. In year 11 when I had to revise for the writing and speaking and I could steal ideas from one language to another and that made the revision for the GCSE exams so much easier and less in quantity. It is almost like getting '2 for 1". We have a proud tradition at Rushcliffe of encouraging students to excel in languages by choosing Spanish and French at GCSE level. The study of two languages is a rewarding and exciting experience which is never regretted by students who choose it.*

What will the speaking exam be like?

*The speaking exam will be conducted by your Spanish teacher in a one-to-one situation, recorded and sent to the examining board. Before doing the speaking exam you will be given the opportunity to do a warm-up/ practice run with the Spanish language assistant so that you are fully prepared and confident. Whilst there is no doubt that it takes some bravery to do a speaking exam in a foreign language you must rest assured that this will be conducted in a very supportive and positive environment. Students often tell us how proud and accomplished they feel after having done their oral exams. Their level of confidence definitely improves!*

Can I do a GCSE in Latin and/or Mandarin?

*Latin and Mandarin lessons will continue as twilight sessions during y10 and y11. These lessons will lead to a nationally recognised qualification either Level 2 or GCSE.*

## French GCSE

Course Leader	Ms P Van der Velden <a href="mailto:pvandervelden@rushcliffe.notts.sch.uk">pvandervelden@rushcliffe.notts.sch.uk</a>	Examination Board Information	Eduqas <a href="#">C800P</a>
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### Introduction

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The aim of GCSE French is fourfold:

- It will enable you to communicate with speakers of French in a variety of contexts and for a variety of purposes.
- It will provide you with a solid foundation of grammar on which to build further linguistic skills and become fluent in French.
- It will broaden your horizons as you will learn about cultural differences across the wider world of French speaking countries.
- You will foster very valuable transferable skills such as confidence, communication, problem solving, memory and creativity.

### Structure of the Course at Key Stage 4

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French lessons at key stage 4 are dynamic, clearly structured and varied. You will continue to improve on your four skills (Speaking, Writing, Reading and Listening) by carrying out a variety of engaging activities designed to cater for a variety of learning styles. Learning French is all about communication and supporting each other. You will be encouraged to 'give it a go' without worrying whether you get it wrong. Learning French requires regular contact with the language, hence completing homework every week is essential to success.

### Course Content

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The content of the course is organised under three broad themes:

- Identity and culture: self and relationships, technology and social media, health and fitness, entertainment, French festivals, customs and traditions.
- Local and international global areas of interest: French and French speaking countries, environment, holidays
- Current and future study and employment: school life, work experience, part-time jobs, jobs and future plans.

You will learn how to express and justify points of view on each of the topics above. You will consolidate and improve your knowledge of grammar. You will be expected to use three different time frames, a variety of complex structures and vocabulary.

### Assessment

---

The GCSE is examined with final exams in year 11 in the main four skill areas: listening, reading, speaking and writing. All the skills are of equal weighting, each one accounting for 25% of the final grade. You will be entered for either the Foundation Tier (up to Grade 5) or the Higher Tier (up to Grade 9) in all the skills. It is not possible to mix and match tiers.

The questions in the **listening and reading exams** only require short responses. These include a mixture of: multiple choice questions; match up pictures and statements; one word or short phrase answers to questions in either French or English. In addition, the last question of the reading paper is translation from French into English. The **writing exam** includes translation of a short passage into French and two pieces of writing of a maximum of 90-120 words for Foundation Tier and 120-150 words for Higher Tier. The **speaking exam** includes a role-play situation, a photo description and a conversation in the form of questions and answers about the topic areas mentioned above.

## Pathways Post 16

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The study of foreign languages is a highly sought-after skill in our globalised and vibrant world. Being part of the English Baccalaureate set of core subjects it is a proven fact that studying a GCSE in a language will open doors, whether it is in employment, accessing further education or when visiting other countries as a tourist. In addition, it will provide you with valuable transferable skills which will be of benefit to other subjects and it is a well-respected qualification which is highly regarded by the best universities.

## Extra-curricular Opportunities

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Lille residential trip: This is a three-day educational visit to the Lille area in France where you will visit the traditional Christmas market of Arras, cultural sights and enjoy the French delicacies. You will visit a chocolate factory and have the opportunity to take part in a French language workshop at the University of Lille.

Language leaders programme: Year 10 students are also encouraged to take part in the Language Leaders Programme which rewards participation in a variety of linguistic and cultural activities from 'learning to teach' and coaching other students to fundraising.

Further enrichment opportunities: Visits to view French films are very well established and you will have lots of opportunities to go to Broadway cinema and experience French culture through cinema and authentic French cuisine.

## Frequently Asked Questions

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I started learning French in year 8, will I be at a disadvantage if I choose French?

*Absolutely not. Students who choose French in Rushcliffe achieve very high results. It is not unusual for schools to start their second language in year 9 or even year 10 so you can rest assured that you are not at a disadvantage even in French is your second foreign language. You will be fully ready to take your GCSE French exams and reach the highest grades in year 11.*

What language should I study?

*No one language is better than another. You need to learn the language that feels right for YOU. There are, however, many advantages to doing Spanish and French. Both languages are Latin based, therefore the similarities in vocabulary and grammar allow you to make faster progress than if you learn only one. There is an extreme shortage of linguists in the UK therefore by studying two languages you will create your own niche and set yourself apart!*

What do 'dual-linguist' say about doing Spanish and French?

*"At first I was worried that I would get confused between languages and sometimes I used Spanish words in my French work and vice versa but as I got more and more into year 10 I noticed that my reading and listening were improving really fast. In year 11 when I had to revise for the writing and speaking and I could steal ideas from one language to another and that made the revision for these exams so much easier and less in quantity. It is almost like getting '2 for 1'". We have a proud tradition at Rushcliffe of encouraging students to excel in languages by choosing Spanish and French at GCSE level. The study of two languages is a rewarding and exciting experience which is never regretted by students who choose it.*

What will the speaking exam be like?

*The speaking exam will be conducted by your French teacher in a one-to-one situation, recorded and sent to the examining board. Before doing the speaking exam you will be given the opportunity to do a warm-up/practice so that you are fully prepared and confident. Whilst there is no doubt that it takes some bravery to do a speaking exam in a foreign language, you must rest assured that this will be conducted in a very supportive and positive environment. Students often tell us how proud and accomplished they feel after having done their oral exams. Their level of confidence definitely improves!*

Can I do a GCSE in Latin?

*Yes, you can if you have been attending the lesson in year 9 and opt for either Spanish, French or both!*

## Geography GCSE

Course Leader	Ms L Lacey <a href="mailto:llacey@rushcliffe.notts.sch.uk">llacey@rushcliffe.notts.sch.uk</a>	Examination Board Information	AQA <a href="#">8035</a>
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### Introduction

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Have you ever wondered what the impact of human activity is on our planet? Or heard about an earthquake or volcanic eruption and wanted to find out why they occur? In geography you will get the chance to explore these types of questions and cover many other global-scale issues that affect us all, such as: environmental change, hazards, global inequality and interdependence, and sustainable development. You will start to understand your role in society by considering different viewpoints, values and attitudes.

As a diverse academic subject combining social and natural sciences, geography offers you a variety of skills that are important for any future education and career. These include mathematical, analytical and evaluative skills using primary and secondary data; geographical skills such as map work and fieldwork; communication skills like report writing, decision-making and team work; life and social skills through learning about different cultures and perceptions from around the world. Geography is therefore very sought after by colleges, universities and employers as it demonstrates that you are a well-rounded person with a broad set of transferable skills.

Geography has achieved excellent exam results and is very popular in the Sixth Form. It is a bridge between the arts and sciences, preparing you for a wider range of job opportunities than almost any other subject. It is also part of the English Baccalaureate, so choosing it at GCSE will help you to achieve this. It is estimated that 85% of job roles in 2030 haven't even been invented yet, many of these will be high paid jobs focused on solving critical issues such as climate change, environmental damage, natural disasters, waste disposal, alternative energies, wildlife extinction, political instability and social inequality. Are you excited to explore, experiment and find interesting solutions to complex problems, like pollution? Then take geography and get ready to learn the skills to prepare you for these roles!

Follow us on Twitter @RushcliffeGeog for regular updates on geography at Rushcliffe. We also use this as a platform to share relevant worldwide news stories and events to ensure students are engaging with current affairs. For further information take a look at our displays along the geography corridor for ideas on careers, opportunities, and much more!

### Structure of the Course at Key Stage 4

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In lessons you will study equal amounts of human and physical geography, and develop geographical and workplace skills that will prepare you for any future career. Each teacher has high expectations of their students and challenges them to become independent learners and think outside the box. We also track your progress and provide targeted support where needed to ensure you succeed. Each lesson we provide clear learning objectives and deliver content through a variety of class-based, fieldwork and practical activities. There is pace and challenge for all students to enable you to meet and exceed your targets.

### Course Content

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#### Unit 1 - Living with the Physical Environment

- Natural hazards – tectonic, weather and climate hazards
- Living World – ecosystems, tropical rainforests and hot deserts
- Physical landscapes in the UK – coasts, rivers and UK landscapes

The aim of this unit is to develop an understanding of the tectonic, geomorphological, biological and meteorological processes in different environments, the need for sustainable management strategies and consideration of the direct and indirect effects of human interaction with Earth and the atmosphere.

#### Unit 2 - Challenges in the Human Environment

- Urban issues and challenges
- Changing economic world

- Challenge of resources management and energy

The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments, the dynamic nature of these environments that change over time and place, the need for sustainable management, and areas of current and future challenge and opportunity for these environments. We study a variety of places and a range of contexts, including HICs, LICs and NEEs.

### Unit 3 - Geographical Applications

- Physical fieldwork – Theddlethorpe’s sand dune succession
- Physical and Human fieldwork – West Bridgford’s noise and air pollution

Issue evaluation – this involves studying a resource booklet on an issue from one of the topics studied which will require the development of critical thinking and problem-solving skills

## Assessment

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The GCSE comprises 3 examinations in the summer of Year 11;

- Paper 1: Living with the Physical Environment (35% of the GCSE)
- Paper 2: Challenges in the Human Environment (35% of the GCSE)
- Paper 3: Geographical Applications (30% of the GCSE)

Question types: paper 1 & 2 are multiple choice, short answer, extended prose, and paper 3 includes a decision-making exercise based on a pre-release resource booklet as well as short answer questions on fieldwork skills and student’s own fieldwork enquires.

## Pathways Post 16

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Against a background of continuing globalisation and technological change, employers need graduates who can compete in global marketplaces and meet global challenges. By studying A Level Geography with us, we will direct you on a path to becoming a ‘Global Graduate’ with a skill set to include multicultural teamwork, collaboration, communication, resilience, adaptive skills & behaviour, understanding multiple perspectives, networking, challenging thinking, negotiating & influencing, and global understanding. Universities, colleges and employers actively look for individuals with Geography as one of their option choices as you will have a breadth of knowledge vital for future development, international relations and progress.

## Extra-curricular Opportunities

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As part of Geography at GCSE you will take part in two field trips throughout the course giving you the opportunity to experience real-life geography outside the classroom and put your skills and understanding into practice.

We have established some fantastic links with industry, which provide hands-on experience of geography-related professions. These are a fantastic addition to your CV and for future careers. On progression from GCSE to A Level, these connections have provided our students opportunities in several departments of the British Geological Survey, including hazard & disaster management, coastal geomorphology, and stable isotopes. We also have had placements at environmental companies, including Golder Associates and DSA Environment, working on real-life projects such as the HS2 line.

## Frequently Asked Questions

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Is Geography a science?

*Yes! Geography doesn’t just look at ‘where’ features of our Earth are found, it also looks at ‘why’ and ‘how’ they have formed through time, by physical phenomenon and interactions between different elements. Geography draws together physical, chemical and biological elements to explain the features of Earth today and how those interactions are going to lead us to a differing future. Look at the entry requirements for science courses at university (including Oxford), Geography is accepted as your third subject!*

## History GCSE

Course Leader	Mr T Howse <a href="mailto:thowse@rushcliffe.notts.sch.uk">thowse@rushcliffe.notts.sch.uk</a>	Examination Board Information	Edexcel <a href="#">1HIAAW</a>
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### Introduction

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History in itself is interesting. People love to find out about the past and ask questions about the world around them. History also develops skills in young people; it enables students to think for themselves, to understand a wide range of opinions and interpretations, to formulate ideas and opinions and to use a wide range of literacy and personal skills.

Students will develop their critical thinking skills including the ability to evaluate and assess information and issues; these are key skills for life and skills relevant to a wide range of career paths. These include law, politics, the media, accountancy, corporate management, teaching, work in museums and research, the civil service, lecturing, personnel and many more that require skills in dealing with various sources of information, working with people and expressing your ideas in a logical and ordered way.

History is also part of the English Baccalaureate, so choosing it at GCSE will help you to achieve this.

### Structure of the Course at Key Stage 4

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The GCSE course is varied and interesting and is based around important skills and ways of thinking. Crucial to the course is the notion of History as a thinking, arguing subject based on different kinds of evidence and different points of view. Lessons will help students develop their thinking skills, as well as cover the relevant content.

We follow the EDEXCEL syllabus where we follow four different periods of history set across varying time periods. These are assessed through three exams taken at the end of year 11.

Relevant and interesting videos will be 'tweeted' @KS4history.

### Course Content

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#### Thematic Study - Medicine in Britain c1250 to present

This thematic study will enable learners to understand changes and continuities in public health in Britain from c1250 to the present. Three issues will be addressed consistently throughout the study:

- The impact of living conditions on people's health
- The response to epidemics
- Attempts to improve public health

Students will be able to explain the ways in which the following five factors influence change and continuity in public health:

- Beliefs, attitudes and values
- Local and national government
- Science and technology
- Urbanisation
- Wealth and poverty

This section of the course also focuses on a specific learning environment. Students look at the Western Front during the First World War and look at the injuries and treatments that soldiers received at the frontline.

#### Modern Depth Study- Weimar and Nazi Germany 1918-1939

This is a study of a fascinating period of History. The aim is to develop students' understanding as to how Germany recovered after the First World War and to assess the reasons why the Nazis were voted in. Students then investigate the nature and impact of the Nazi dictatorship on Germany and the rest of

Europe, helping them to widen their sympathies and knowledge of human experience. It will also help students understand the different experiences and interpretations of life under Nazi rule.

This part of the course is supported by an optional visit to Berlin.

### British Depth Study- Early Elizabethan England 1558-1588

Elizabeth I is an iconic figure of British history. Her portraits, the defeat of the Spanish Armada and her decision not to marry in such a patriarchal period of history add the intrigue during this period. Students will discover what threats Elizabeth had to deal with, the challenges she faced from foreign aggressors and the state of society in an age of exploration.

### Period Study- The American West 1835-1895

This period study follows the unfolding narrative of how America expanded across its plains westward and the implications this had over the Native Americans who lived there. Students investigate how the American Civil War, the evolving ideology of America and the desire for wealth changed an entire country and civilisation forever.

If you have an open mind and enjoy finding out about the world around you we look forward to working with you over the next two years!

## Assessment

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GCSE History is linear so students are assessed at the end of year 11. They will sit 3 exams. In preparation, the necessary exam skills are taught throughout the two years (and indeed from year 7).

## Pathways Post 16

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As mentioned, History is a subject that develops a student's ability to think for themselves. The skills of, for example, being able to scrutinise evidence, present your findings and so on are clearly transferable. Students who have studied GCSE history go onto to a wide variety of post 16 choices, from College to studying Creative Design, Business, Art – anything! History is also a popular choice at A level and post A level, there is a high take up of History to take as a degree subject. There is a very wide range of other subjects taken for degrees, including Psychology, English, Languages, Medicine, Economics- History is a valued subject.

Career wise, History shows you have a varied skilled set, from being able to write detailed responses, problem solving to putting together a valid argument. Such transferable skills are the bedrock of careers like Journalism, Law, Marketing, Police, the Civil Service, Accountancy, Business not to mention History specific careers like working in the Heritage Industry.

## Extra-curricular Opportunities

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Prior to 2020, there have been optional visits to Berlin and also the Holocaust Centre in Laxton. There are revision classes to support students.

## Frequently Asked Questions

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How much writing is there?

*History is a literacy based subject and students will be expected to be able to construct their arguments. Students will also need to be able to analyse and assess written sources and interpretations.*

# Philosophy and Ethics GCSE

Course Leader	Ms M Moran <a href="mailto:mmoran@rushcliffe.notts.sch.uk">mmoran@rushcliffe.notts.sch.uk</a>	Examination Board Information	AQA <a href="#">8062</a>
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## Introduction

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The subject content has never been more relevant than in today's world. In a rapidly changing multi-ethnic society, religion is often the key to the way people think and act. In addition learning to take a stand on ethical issues is an important part of a young person's development. More generally, because of the influence of religions and beliefs on individuals, culture, and national life, studying Philosophy and Ethics may better prepare students to take their place in society.

GCSE Philosophy and Ethics involves studying four philosophical and ethical themes as well as the beliefs, teachings and practices of two religions.

The course helps to develop the skills of critical thinking, analysis and independent thinking as well as self-understanding. Discussion and debate are actively encouraged, as is the ability to offer and defend strong arguments to support particular views.

## Structure of the Course at Key Stage 4

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The GCSE course is divided into two main sections: (1) Religions and (2) Philosophical and Ethical themes.

Video clips, case studies, pair and group work as well as discussion are all aspects of daily lessons. Homework is regularly set to support and enrich class work.

## Course Content

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Philosophical and Ethical themes

- Relationships and Families: Exploring views on sex, marriage and divorce, family and gender equality.
- Religion and Life: Looking at the origins and value of the universe and the origins and value of human life with a focus on issues of medical ethics such as abortion and euthanasia.
- Religion, Human Rights and Social Justice: Exploring the concept of social justice by understanding prejudice, discrimination, and poverty and how these relate to human rights.
- Religion, Crime and Punishment: Considering the concepts of good and evil plus the causes of crime and examining different forms of punishment as well as the concept of forgiveness.

The study of religions: Beliefs, Teachings and Practices

- Buddhism: Studying the Buddha's life and teachings, key beliefs and Buddhist practices and codes of behaviour. In short, what do Buddhists believe and how do they live as a result of these beliefs.
- Christianity: Learning about the key beliefs and teachings, Christian practices and the role of church in society. In short, what do Christians believe and how do they live as a result of these beliefs.

## Assessment

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The course will be assessed through examinations only. Pupils will have two exam papers, taken in two sittings at the end of Year 11. Each exam paper is 1 hour and 45 minutes. The details are:

Paper 1: Religions. (Pupils will be examined on the beliefs and practices of Buddhism and Christianity)

Paper 2: Thematic Studies – Philosophical and ethical issues (See above for the 4 themes covered)

All questions follow the same format and have 5 parts.

(1mark 2mark 4mark 5mark and 12 mark questions)

1 Mark - multiple choice

- 2 Mark - short answer (bullet point)
- 4 Mark - explanation of key concepts
- 5 Mark - explanation of key concepts including religious teaching
- 12 Mark – short essay to include alternatives viewpoints on a given statement

## Pathways Post 16

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The course is considered as academic study with skills similar to those developed in English, History, Sociology and Psychology.

Studying this course is a way of keeping informed about the world around us and can, therefore, lead on to any career. It would be seen as particularly useful for careers in Journalism, Medicine, Law, Social Work, International Diplomacy, Politics and Counselling.

## Extra-curricular Opportunities

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Guest speakers on a range of topics including Prison Life, Animal Rights, Euthanasia, Palliative Care Relationships and Divorce.

A day trip to the Nottingham Buddhist centre where students will have an opportunity to learn about the life of the Buddha as well as explore artefacts and learn more about meditation.

A visit to one of Nottingham's local churches to further understand the role of a Church in the local community

## Frequently Asked Questions

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1) Do I have to be religious to study the two religions on the course?

*No. Of course not. You just need an open mind for learning about different views. However, you will have to learn about Buddhism and Christianity and will need to know these for the exam.*

2) I would prefer to study only the Philosophical and Ethical themes. Is that an option?

I'm afraid not! But the following might allow you to understand the value of the whole course...

*Some things to think about...*

- *We live in a multicultural, multi-faith society, learning about other worldviews including religious ones may help us better understand our world*
- *Future employers want employees with the ability to accept and work in a team with people of different cultural and religious backgrounds – this course will help our understanding of these differences*
- *Regardless of your person beliefs, our culture and heritage has religious (Christian) roots. Knowing about Christianity gives you greater access to the society in which you live as well as to art and literature generally.*
- *It may encourage religious tolerance*

*Skills gained by participating in Philosophy and Ethics include critical thinking, analysis, independent thinking, discussion and debate as well as self-understanding – invaluable skills for all young people.*

# Computer Science GCSE

Course Leader	Mr A Salmeron <a href="mailto:asalmeron@rushcliffe.notts.sch.uk">asalmeron@rushcliffe.notts.sch.uk</a>	Examination Board Information	OCR <a href="#">J277</a>
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## Introduction

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GCSE Computer Science is an English Baccalaureate subject and is becoming increasingly popular nationally.

The demand for computer scientists has exploded in the UK and employers just can't get enough people to fill the growing number of vacancies in the field, such as Software Engineers, Digital Designers and Cyber-Security specialists.

## Structure of the Course at Key Stage 4

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Firstly, lessons will focus on developing your ability to code. The main language used on the course is Python3.

The OCR GCSE (9–1) in Computer Science consists of two externally-examined components.

## Course Content

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J277/01: Computer systems.

This component will assess all topics.

This component will assess:

- 1.1 Systems architecture • 1.2 Memory and storage • 1.3 Computer networks, connections and protocols • 1.4 Network security • 1.5 Systems software • 1.6 Ethical, legal, cultural and environmental impacts of digital technology.

J277/02: Computational thinking, algorithms and programming

This component will assess:

- 2.1 Algorithms • 2.2 Programming fundamentals • 2.3 Producing robust programs • 2.4 Boolean logic • 2.5 Programming languages and Integrated Development Environments

### Programming project

All students will be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

## Assessment

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### J277/01: Computer systems

- Written paper: 1 hour and 30 minutes
- 50% of total GCSE
- 80 marks

### J277/02: Computational thinking, algorithms and programming:

- Written examination: 2 hours
- 50% of the qualification
- 80 marks

## Pathways Post 16

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This course provides an excellent foundation for the study of computer science at A level and a range of IT related courses/ technical apprenticeships.

## Extra-curricular Opportunities

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Students at Rushcliffe have access to kits- such as Raspberry Pies and Programmable rovers which help bring the theory to life. Students are also entered for National Competitions- such as Bebras.

## Frequently Asked Questions

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What other subjects / skills help with this subject?

*Subjects which use high levels of logical thinking complement Computer Science well, such as Maths and Physics.*

Is it just for boys?

*No!! There are many examples of successful women in Science and technology. We find that girls do particularly well in Computing as they often apply a more methodical approach with great attention to detail. We have a plenty of girls in our Year 10 and 11 groups – but we'd love numbers to be higher!*

## Creative iMedia Cambridge National

Course Leader	Mr A Salmeron <a href="mailto:asalmeron@rushcliffe.notts.sch.uk">asalmeron@rushcliffe.notts.sch.uk</a>	Examination Board Information	OCR <a href="#">J834</a>
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### Introduction

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The UK has a well-deserved reputation for producing innovation and design.

In an era in which creativity is intertwining with technology like never before, there is a danger that the UK will fail to nurture the next generation of world class designers. This qualification will encourage independence, creativity and awareness of the digital media sector.

### Structure of the Course at Key Stage 4

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This is very much a hands on, experiential learning course. The emphasis is on spending as much time as possible developing your knowledge of software used to create interactive Multimedia applications, such as digital graphics and games design. There are 3 main components to the course

- Unit R093: Creative I-Media in the Media industry
- Unit R094: Visual Identity and digital Graphics
- Unit R099: Digital Games

### Course Content

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#### R093 Creative I-Media in the Media industry

Topic areas: The Media Industry / Factors influencing product design / Pre-production planning / Distribution Consideration

In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.

#### Unit R094: Visual Identity and Digital Graphics

Topic areas: Develop visual identity / Plan digital graphics for products / Create visual identity and digital graphics

In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. You will develop strong 'Photoshopping' skills. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

#### Unit R099: Digital Games

In this unit you will learn to interpret client briefs to devise original digital game concepts. You will learn to plan digital games effectively and to use a Game Design Document to create engagement among developers and clients. You will learn to create, edit, test and export playable digital games which you have designed. Completing this unit will provide you with the basic skills for further study or a range of creative and technical job roles within the media industry

Topic areas: Plan digital games / Create Digital Games / Review Digital Games

## Assessment

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### Unit R093: Creative iMedia in the media industry

This is assessed by taking a written exam (maximum mark 80)

### Unit R094: Visual identity and digital graphics

Students complete a set Assignment which is internally assessed and externally Moderated (maximum mark 50)

### Unit R099: Digital games

Students complete a set Assignment which is internally assessed and externally moderated (maximum mark 70)

## Pathways Post 16

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IT supports progress to further study, including:

- Cambridge Technicals IT Media (levels 2 & 3)
- Apprenticeship Media and Broadcast Assistant Pathway (level 3)
- T Level Digital Production Design & Development / Media, Media Broadcast & Production (level 3)

## Extra-curricular Opportunities

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Students regularly attend code club where they can compare their latest creation with like-minded people.

## Frequently Asked Questions

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What's the difference between this and GCSE Computing?

*This qualification is more about creativity and multimedia. Think of it as creating the cool graphics and interfaces that make Apps, Games and Websites appealing and slick to use.*

Is it just for people who want to make games?

*No, The skills learned on the course will enable you to create an interactive product/ presentation. This could be a Magazine/ game. App/ website/ animation.*

How are Cambridge Nationals graded?

*All results are awarded on the following scale:*

- *Distinction\* at Level 2*
- *Distinction at Level 2*
- *Merit at Level 2*
- *Pass at Level 2*
- *Distinction at Level 1*
- *Merit at Level 1*
- *Pass at Level 1*

## Art and Design GCSE

Course Leader	Ms C Harrington <a href="mailto:charrington@rushcliffe.notts.sch.uk">charrington@rushcliffe.notts.sch.uk</a>	Examination Board Information	OCR <a href="#">J171</a>
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### Introduction

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Do you have a passion for Art? Are you willing to put in the time to be a success? Do you find art relaxing and exciting?

To take Art to GCSE level it is expected that you have demonstrated a genuine interest in the subject at KS3 and that you have shown a willingness to work at acquiring the necessary skills. The course builds upon the skills and knowledge acquired at KS3. It is also important that you enjoy the subject.

The Rushcliffe Art department enjoy continued success at GCSE level with a consistently high pass rate.

### Structure of the Course at Key Stage 4

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#### Component 1 coursework Portfolio

You will produce a variety of coursework based on the theme of portraits, this will form 60% of your overall GCSE grade and will be completed over year 10 and 11 in lessons (five per fortnight) and as homework.

A final response for this unit will be completed in the year 11 mock examination in December (10 hours).

#### Component 2 externally set task

You will respond to a number of starting points over an 8 week period in lessons and as homework. The final response to this will be completed in March/April time in the final examination (10 hours).

For example; horses, contrast, rings, cut and paste.

You will be expected to work at home as well as in class. You should do at least three hours study per week.

#### Materials you will need

Good quality paints, shading pencils, palette, brushes, display books, colouring pencils.

You will have the opportunity to purchase an art pack at the beginning of the GCSE course.

### Course Content

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Students will produce a portfolio of work over 2 years developed from the theme of portraits. This will contribute 60% of overall grade.

Students will produce an exam project over eight weeks which will form 40% of the overall grade.

You will be given the opportunity to work in a variety of media: drawing, painting, clay, ICT, printing and mixed media. You will study the work of artists and designers and evaluate and appraise works of art. You will be encouraged to visit regional Art galleries.

The syllabus aims to develop visual perception and understanding through practical work, historical and cultural knowledge and critical appraisal.

### Assessment

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All of your coursework from the beginning of year 10 will be assessed; this equates to 60% of the GCSE grade. You will be given a GCSE Art examination paper to choose a topic to develop in February of year 11 which will be 40% of your final GCSE grade.

You will be graded on four assessment objectives;

- Assessment Objective (AO) 1: Analyse and evaluate images, objects, and artefacts showing understanding of context.

- Assessment Objective (AO) 2: Develop and explore ideas using media, processes, and resources,
- Assessment Objective (AO) 3: Record observations, experiences and ideas in forms that are appropriate to intentions.
- Assessment Objective (AO) 4: Present a personal response, using previous work and artist style.

All work is marked and moderated at the end of year 11.

## Pathways Post 16

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You may choose to continue with your art at 'A level' at Rushcliffe Sixth Form where you would be taught in an art studio in smaller groups on projects of your choice over two years.

You may decide that you would like to continue with Art full time at college. There is an excellent course at Nottingham College.

Your GCSE studies will lead progressively towards A level courses or help you to access a variety of professions after your exams in year 11.

Pupils who have taken art at GCSE and A level go on to study at degree level in subjects such as:

- Fine art
- Fashion
- Architecture
- Interior Design
- Product Design
- Graphic Design and Illustration

## Extra-curricular Opportunities

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The department has run trips and other events to provide other experiences linked to the curriculum.

## Frequently Asked Questions

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Is GCSE Art useful?

*If you do not necessarily want to pursue a career in art it is still a very useful subject to take at GCSE. It has many transferable skills and is useful if you decide to pursue a career in, for example, childcare, hair and beauty or web design. If you wish to study architecture or gaming design you will need to have a GCSE in art and design.*

## Drama GCSE

Course Leader	Ms J Wilson <a href="mailto:jwilson@rushcliffe.notts.sch.uk">jwilson@rushcliffe.notts.sch.uk</a>	Examination Board Information	AQA <a href="#">8261</a>
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### Introduction

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All the world's a stage and a GCSE Drama qualification will prepare you for the role of a lifetime. It will equip you with a range of skills much sought after in the wider world of work and education. It will:

- Develop ways of communicating confidently and creatively
- Work collaboratively to generate, develop and communicate ideas
- Provide the skills of working with others – you work individually, in pairs or in a group
- Introduce the tools and the language of drama
- Explore performance texts, understanding their social, cultural and historical context
- Reflect on and evaluate their own work and that of others
- Enable progress to our A Level Drama and Theatre course

### Structure of the Course at Key Stage 4

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The first half term in year 10 is development of theatrical skills. Students will then explore a range of stimulus material and build up a range of devising skills in preparation for a mock devised unit. Devising drama is a core skill and you will complete a mock project in the autumn of year 10 before completing the devising unit in the summer of year 10. The final devised piece will be internally marked in June of year 10 then moderated by an external examiner on completion of the GCSE course. This is worth 40% of the GCSE. Students will study their exam text 'Blood Brothers' in the Spring of year 10 and the again in the autumn of year 11. Lessons will involve understanding the character and context and interpreting the piece for performance. The exam paper asks students to respond to questions as a designer, actor and director and practice papers will be undertaken in year 10 and 11. Section C of the exam is to evaluate live theatre, we study 'Things I Know To Be True' by Andrew Bovell and focus on key moments from the production, evaluating the success of an actor from the production. Students will focus on this production in the Spring term of year 11. The final exam is sat in the summer of year 11, worth 40% of the GCSE. The practical exam [component 3], performance of a text extract, will be rehearsed in the spring of year 11 and assessed by a visiting examiner in March and is worth 20% of the final GCSE. You are expected to complete weekly homework tasks and at assessment points you will be expected to meet up with your assessment groups in your own time and rehearse practical work.

### Course Content

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#### Component 1: Understanding Drama – written exam

- Knowledge and understanding of drama and theatre
- Study Blood Brothers and respond to questions as an actor, director and designer
- Analysis and evaluation of the work of live theatre makers

#### Component 2: Devising drama – practical

- Respond to stimuli material and create an original drama in a pair or small group
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

Previous devised pieces have been based on Syrian refugees, the Aberfan disaster and the role of social media in contemporary society.

#### Component 3: Tests in practice – practical

- Study a text and interpret character
- Make appropriate staging and directorial choices to communicate meaning to an audience

- Performance of 2 extracts from the text

Previous texts performed have been Blackout by Davey Anderson (based on a young offender's experience), Girls Like That by Evan Placey (exploring toxic friendships among a group of girls) and 'Monsters' by Niklas Radstrom (based on the killing of James Bulger).

## Assessment

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Component 1: Understanding Drama (written exam, 1 hour 45 minutes, open book, 80 marks, 40% of GCSE)

Exam comprises: section A (multiple choice), section B (four questions on a given extract from the set play chosen) and section C (one question from a choice on the work of theatre makers)

Component 2: Devising drama – practical (devising log and devised performance, 80 marks, 40% of GCSE) – marked by teachers and moderated by the board.

Students are assessed on a set of criteria involving the ability to demonstrate a range of theatrical skills, to contribute effectively to the piece and have a successful individual artistic intention.

Component 3: Tests in practice – practical (performances of extracts 1 and 2, 40 marks, 20% of GCSE) – marked by the exam board.

## Pathways Post 16

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The Eduqas A level in Drama and Theatre is an exciting and inspiring course offered at Rushcliffe 6th Form. This highly practical specification provides students with the opportunity to work on three different performances and gain a deeper understanding of how theatre works. Drama helps with confidence, public speaking, presentation and group/social/team building skills so it can be useful for pupils wishing to go into business, sales or any areas where public speaking is a key feature of the job. It is also relevant and interesting to people who are interested in culture or social issues. It is now widely recognised that Drama can make an enormous contribution to your personal development. In today's world, employers are looking for mature, creative people who can communicate effectively and collaborate – precisely the skills that Drama develops. It gives you the opportunity to understand different points of view, create your own opinions, listen purposefully and develop important language skills. The Russell Group Universities asked the HR departments of all the FTSE 250 companies what the 2 most important qualities were that they looked for in an employee. The two most common answers were teamwork and communication - both skills which are implicit in drama lessons. Possible careers could include: Actor, Director, Producer, Lighting Designer, Sound Designer, Costume Designer, Stage Manager, Theatre Manager, Theatre Critic, Events Planner, Set Builder, Film & TV, Advertising, Marketing, Journalism or Teaching.

## Extra-curricular Opportunities

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There are many opportunities to visit the theatre and get involved in different theatre groups. We have links to many people for you to meet and learn about different roles within the industry as well as going backstage to see the workings of a theatre – crucial to be successful in the GCSE Drama course. Students are also encouraged to go and visit the theatre frequently and students are taken to see the examination text 'Blood brothers' during Year 11.

## Frequently Asked Questions

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Why take GCSE Drama?

*GCSE Drama is NOT just about acting. The course covers all sorts of transferable skills which will be useful throughout life such as communication, presentation/public speaking, group and leadership skills, problem solving, time management, initiative and the ability to work to a deadline and get it right first time.*

What do students say about GCSE Drama?

- 'It has built my confidence a lot and it's my favourite GCSE.'
- 'It gives you chance to express yourself in a different form.'
- 'It's confidence building subject for me and will help me achieve my aspirations.'
- 'Drama gives you a sense of freedom.'

## Music GCSE

Course Leader	Mr C Dove <a href="mailto:cdove@rushcliffe.notts.sch.uk">cdove@rushcliffe.notts.sch.uk</a>	Examination Board Information	OCR <a href="#">J536</a>
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### Introduction

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The OCR GCSE Music course will give you opportunities to write, perform and learn about a range of music from across the world and spanning over 400 years. You will gain confidence on the instrument of your choice, whether it is one you have played for years or just started, and you will have access to a well-equipped Music Department and all of its facilities, including practice rooms, ICT study room and recording studio.

### Structure of the Course at Key Stage 4

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You will have five music lessons over a two week period. One lesson each week will be spent on listening and appraising, covering all the theoretical and contextual knowledge you need to know for the final exam. The other lessons will be dedicated to performance and composition. Within these lessons you will be individually working on non-examined assessment, learning composition skills through group workshops and individual based tasks as well as improving your knowledge and skills of music technology. Towards the end of year 10 and throughout year 11 these lessons will be spent completing your non-examined assessment. We also expect students to ensure they are practicing their chosen instruments outside of dedicated lesson time to fully develop their performing and composition skills.

### Course Content

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There are five Areas of Study on the OCR GCSE Music course. Area of Study 1 is all practical and Areas of Study 2 – 5 are assessed in the form of a listening exam that will be taken in June of Year 11.

#### Area of Study 1 – My Music

Write two pieces of music (minimum of 3 minutes total) and record two performances (minimum of 4 minutes total). To be completed and officially assessed by April of Year 11. For your two performances one will be a solo piece and the second will be an ensemble piece. For your compositions one of them will be based on an Area of Study from 2-5 and the other will be a free choice composition in any style or genre.

#### Area of Study 2 – The Concerto Through Time

Learn about how the concerto and orchestra evolved and changed the face of classical music

#### Area of Study 3 – Rhythms of the World

Experience Samba music, African polyrhythms, Indian ragas and other World music.

#### Area of Study 4 – Film Music

You will learn how to write music for the screen and how music in film is used to convey emotion and feeling.

#### Area of Study 5 – Conventions of Pop

Discover how pop music evolved, from Elvis Presley through to Adele.

### Assessment

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The course is linear. This means that everything is assessed officially at the end of the two years, so you have plenty of time to start from scratch or to develop your current skills.

#### Performance – 30% of course

You are expected to complete two performances, one in an ensemble and one as a solo piece. Both are marked out of 30 and will be judged on technical ability, expression and difficulty. The maximum required difficulty for GCSE is approximately a Grade 4 piece, although this is only necessary to gain top marks. You will have two mock assessments in Year 10 and a final one in Year 11.

## Composition – 30% of course

You will complete two original compositions on the course, with one being a free choice and the other based on a stimulus that is released during the second year of the course by OCR. The stimulus will be used as a starting point and you will have a choice of a chord sequence, image, poem, rhythm or note pattern. You will complete a draft of your first composition in Year 10, finishing it in Year 11 and the final piece to a brief will be completed in Year 11.

## Listening – 40% of course

The listening exam is at the very end of the course and is based on four areas of study: The Concerto Through Time; Rhythms of the World; Film Music; and Conventions of Pop. You will learn about key content of each area of study in preparation for an 80 mark listening exam. You will be assessed on a wide range of musical knowledge, including knowledge of musical elements, compositional devices, musical theory, knowledge of instrumentation, stylistic features of different genres and melodic dictation. You will have one term for each area of study from year 10 through to the first term of year 11 with key assessment points throughout.

## Pathways Post 16

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The Eduqas A Level Music course is an exciting and inspiring course offered at Rushcliffe 6th Form. Following on from GCSE Music there is a high amount of practical work developing your performance and composition skills from year 10 and 11. There is a range of new styles and genres to explore in greater depth if you want to study music even further. Music helps to build confidence and develop listening, presenting and team work skills which can apply to a number of jobs both within and beyond the creative sectors. Possible careers could include: Musician, Session Musician, Sound Engineer, Producer, Live Sound Technician, Radio Presenter, Events Manager, Film and TV, Marketing, Instrumental Teaching, Classroom Teaching as well as transferable skills to a range of roles in engineering, Science, Medicine and more.

## Extra-curricular Opportunities

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There are many extra-curricular opportunities in Music, with Key Stage 4 students having an active role in shaping potential events, trips and visits. Beyond having a priority place for the annual Music Tour, students will also have the opportunity to see live music in and around Nottingham. There are also opportunities to visit world-class, industry standard venues, such as Rock City, to see behind the scenes. In school, there are a number of advanced ensembles and concerts for students to be involved with, including the Christmas concert, Spring concert, Battle of the Bands and Esperanza.

## Frequently Asked Questions

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I don't want to sing and/or perform in front of people. I get embarrassed. Do I have to?

*Although you do have to 'perform', it is not in front of an audience of any kind. You can choose how to create your music and whether you use your voice or not; it is not compulsory. However if you do want to perform to an audience you can do that too!*

I can't play a musical instrument. Does that matter?

*No. You don't get assessed until the end of the course so that gives you two whole years to improve on the instrument of your choice. You can also be assessed via music technology e.g. DJing, recording, sequencing etc. which can lead on to A Levels in both Music and Music Technology.*

I like music, but I don't want to be a musician when I'm older. Should I still take music?

*Yes. If you enjoy the subject and think that you will do well at it, that's all that matters. Your GCSE studies are going to be difficult and having a subject that will allow you to have some time away from essays and written coursework could be invaluable. Also, having an Arts subject on your CV shows a well-rounded curriculum and will give you the edge over other applicants to Colleges and Universities.*

I am considering a career in music when I am older. How can the course help me?

*Taking GCSE music is the first step towards a career with music which offers a high level of job satisfaction for anyone with a strong interest in music. Music offers a wide variety of opportunities. To name a few there are jobs in performing; education; composing; Arts administration; music therapy; publishing; broadcasting; record companies; press and many more!*

# Physical Education GCSE

Course Leader	Mr A Paling <a href="mailto:apaling@rushcliffe.notts.sch.uk">apaling@rushcliffe.notts.sch.uk</a>	Examination Board Information	Edexcel <a href="#">1PE0</a>
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## Introduction

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Students will receive a well-rounded and full introduction to the world of PE, sport and sport science by developing an understanding of how the mind and body works in relation to performance in physical activity.

This will include:

- Movement analysis
- Health, fitness and well-being
- Socio-cultural influences
- Physical training
- Anatomy, physiology and use of data
- Sports psychology

## Structure of the Course at Key Stage 4

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Pupils will have 5 lessons of GCSE PE over two weeks. These lessons will be predominantly theory-based and will focus on the two examination papers and the coursework that make up 70% of the course.

The remaining 30% of the GCSE course is practical-based and is covered within core PE lessons. Pupils are assessed in a variety of sports within school and are externally moderated. Their best three scores give the total mark.

## Course Content

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### Component 1 – Fitness and Body Systems

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

### Component 2 – Health and Performance

- Health, fitness and well-being
- Sport psychology
- Socio-cultural influences
- Use of data

### Component 3 – Practical Performance

- One team activity (see list)
- One individual activity (see list)
- One free choice from a provided list of sports (see list)

### Component 4 – Personal Exercise Programme (PEP)

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

Individual activities: Amateur boxing, Athletics, Badminton, Canoeing, Cycling, Dance, Platform diving, Equestrian, Figure skating, Golf, Gymnastics, Kayaking, Rock climbing, Rowing, Sailing, Sculling, Skiing, Snowboarding, Squash, Swimming, Table tennis, Tennis, Trampolining and windsurfing. Specialist Activities: Boccia and Polybat

Team Activities: Acrobatic gymnastics, Association Football, Badminton, Basketball, Camogie, Cricket, Dance, Figure skating, Futsal, Gaelic football, Handball, Hockey, Hurling, Ice-hockey, Inline roller hockey, Lacrosse, Netball, Rowing, Rugby league, Rugby union, Sailing, Sculling, Squash, Table tennis, Tennis, Volleyball and Water polo. Specialist Activities: Blind cricket, Goal ball, Powerchair football, Table cricket, Wheelchair basketball and Wheelchair rugby

## Assessment

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Component 1: Written examination, 90 marks, 1 hour and 45 minutes, 36% of the qualification

Component 2: Written examination, 70 marks, 1 hour and 15 minutes, 24% of the qualification

Component 3: Practical examination, 35 marks per activity (105 in total), 30% of the qualification

Component 4: Written coursework, 20 marks, 10% of the qualification

## Pathways Post 16

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The course should appeal to anyone with an interest in sport, recreation and leisure. Related careers may include: leisure or recreation manager, physiotherapist, physical training instructor or sport scientist.

GCSE PE links to A Level PE and BTEC level 3 sports courses.

## Extra-curricular Opportunities

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There are many opportunities for pupils to attend the PE facilities extra-curricular sport. As a GCSE PE student they will also have access to offsite sporting activities such as swimming and climbing.

## Frequently Asked Questions

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Is there more practical?

*Within the additional 5 hours over the two weeks, there will be an opportunity for practical PE lessons. However, the focus of these lessons will be theory content.*

What other subjects does it go well with?

*The GCSE PE course consists of a wide variety of subject areas. The closest linking subjects would be human biology, alongside some psychology and also mathematics with the use of data now adding value to the overall mark.*

Can I use the sports that I play currently?

*The list of sports allowed can be found on the previous page. If your sport or hobby is on that list, then it can be used. We will assess you in one of two ways. We will where possible come and observe you perform and where that is not possible in activities such as skiing we will ask for video evidence.*

Do I still get to do PE if I don't choose GCSE?

*Yes. All pupils will get two hours of core, non-examined PE a week.*

## Business Studies GCSE

Course Leader	Mr D Jenkins <a href="mailto:djenkins@rushcliffe.notts.sch.uk">djenkins@rushcliffe.notts.sch.uk</a>	Examination Board Information	AQA <a href="#">8132</a>
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### Introduction

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Business studies is a dynamic subject that enables students to have a practical and theoretical understanding of how businesses operate.

Students will develop a broad understanding of a range of business functions such as marketing, accounts, human resources and entrepreneurship. They will also develop an understanding of how the exciting current economic and political climate impacts on businesses activity.

### Structure of the Course at Key Stage 4

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In GCSE Business lessons there will be a mixture of independent and group work activities to improve problem solving and independent learning. Current business case studies and media clips will be regularly used to develop student interest and underpin understanding. Students will be asked to challenge and evaluate current business strategy, justifying and make their own recommendations to improve performance

### Course Content

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#### Business in the real world

This looks at the importance of business, what they do and how they are set up to sell goods and services to customers.

#### Influences on business

This looks at the impact the external environment can have on business activity: for example, the economy and technology.

#### Business operations

This looks at the processes involved in getting the products made and the services provided: for example, production methods and customer service.

#### Human resources

This looks at the way employees are recruited, organised, motivated and trained.

#### Marketing

This looks at the way businesses research, develop and promote a product or service to meet the wants and needs of their chosen customers.

#### Finance

This looks at how businesses raise funds, manage cash and use their accounts to assess performance levels.

### Assessment

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Paper One is 1 hour and 45 minutes long. The paper constitutes 50% of the overall GCSE. The questions will focus on four main areas, Business in the real world, Influences on business, Business operations and Human resources

Paper Two is 1 hour and 45 minutes long. The questions will focus on four main areas, Business in the real world, Influence on business, Marketing and Finance

Every half term, students will be expected to complete two assessments. One will consist of a data response / case study assessment which will build up pupil's examination technique. Students will also complete an end of topic examination.

## Pathways Post 16

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Students who have chosen Business can choose to study a wide range of A level subjects including A level Business and / or A level Economics.

They can access a wide range of apprenticeships in careers such as Accountancy and Finance, Business Management, Marketing and Human Resources.

The Young Enterprise programme provides an opportunity for students to set up their own mini company.

## Extra-curricular Opportunities

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There are opportunities to become involved in:

- Student Investor programmes.
- Mini enterprise programmes
- Revision clubs

## Frequently Asked Questions

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Is Business studies only for people who wish to set up their own business?

*Business is useful for anyone who wishes to work in business as it provides opportunities to develop an understanding of all aspects of business including careers in accountancy or marketing.*

Will I go on any school trips in Business?

*We currently visit Alton Towers to examine their marketing strategy.*

What is the difference between GCSE Business and GCSE Economics?

*GCSE Business focuses on how a business operates day to day, focusing on marketing, finance, operations and human resources. In GCSE Business there is a little Economics studied too. In GCSE Economics, we look at how businesses behave, but not how a business is run day to day. In GCSE Economics we look at the how consumers, governments and firms work in our economy.*

Is there lots of writing involved?

*You will be expected to write essays; however, we will teach you how to write them.*

# Economics GCSE

Course Leader	Mr D Jenkins <a href="mailto:djenkins@rushcliffe.notts.sch.uk">djenkins@rushcliffe.notts.sch.uk</a>	Examination Board Information	AQA <a href="#">8136</a>
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## Introduction

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Economics looks at economic activity through the lens of consumers, producers, government and the workings of the global economy. As students go through the course they're presented with opportunities to focus on real-world issues such as poverty, unemployment and inflation. Students will use their economic knowledge and skills to investigate national and global economic situations and issues from the last 15 years such as the Great Recession of 2008 and BREXIT. Students will develop mathematical skills to analyse economic data and calculate and interpret mathematical problems presented in the form of graphs and charts. Ultimately, students will gain an insight into the workings, and non-workings of the global economy.

## Structure of the Course at Key Stage 4

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In GCSE Economics the course is split into Microeconomics (small economic issues) and Macroeconomics (big economic issues). You will gain an insight into what is happening in the current economic climate and strategies the government can use to influence the economy. You will study supply and demand and consider how to achieve sustainable growth in developing nations. If you enjoy debate, mathematics and current global affairs, this could be a course worth considering.

## Course Content

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### Microeconomics

- Economic foundations – basics of economics
- Resource allocation – how scarce resources are allocated in the world
- How prices are determined – study of supply and demand
- Production, costs, revenue and profit – how businesses operate
- Competitive and concentrated markets – how businesses compete with one another
- Market failure – when economics doesn't work!

### Macroeconomics

- Introduction to the national economy – how the national economy works
- Government objectives – inflation, economic growth, trade and unemployment
- How the government manage the economy – government policies
- International trade and the global economy – how countries across the world operate
- The role of money and financial markets – banking, financial markets, stocks and shares

## Assessment

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Paper one is 1 hour and 45 minutes long. The paper constitutes 50% of the overall GCSE (80 marks). The questions will focus on Microeconomics. Section A: 10 multiple choice questions followed by a range of calculation, short and extended response questions. Section B: five questions involving a mix of calculations, short and extended responses.

Paper two is 1 hour and 45 minutes long. The paper constitutes 50% of the overall GCSE (80 marks). The questions will focus on Macroeconomics. Section A: 10 multiple choice questions followed by a range of calculation, short and extended response questions. Section B: five questions involving a mix of calculations, short and extended responses.

## Pathways Post 16

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Students who have chosen Economics can choose to study a wide range of A level subjects including A level Business, Applied Business and / or A level Economics. They can access a wide range of apprenticeships in careers such as Accountancy and Finance, Business Management, Banking and Government. The Young Enterprise programme provides an opportunity for students to set up their own mini company at sixth form.

## Extra-curricular Opportunities

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Students investor programme – whereby students trade fictional stocks and shares.

Take part in the JP Morgan programme, whereby students work with mentors from JP Morgan to compete in challenges against other schools.

## Frequently Asked Questions

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What is the difference between GCSE Business and GCSE Economics?

*GCSE Business focuses on how a business operates day to day, focusing on marketing, finance, operations and human resources. In GCSE Business there is a little Economics studied too. In GCSE Economics, we look at how businesses behave, but not how a business is run day to day. In GCSE Economics we look at the how consumers, governments and firms work in our economy.*

Do I have to be good at maths to study it?

*To get the most out of the course, you will probably enjoy maths already. This enjoyment will certainly help you on GCSE Economics.*

Is there lots of writing involved?

*You will be expected to write essays; however, we will teach you how to write them.*

# Enterprise and Marketing Cambridge National

Course Leader	Mr D Jenkins <a href="mailto:djenkins@rushcliffe.notts.sch.uk">djenkins@rushcliffe.notts.sch.uk</a>	Examination Board Information	OCR <a href="#">J837</a>
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## Introduction

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Enterprise and marketing is a practical subject focusing students on how to run and set up a business, alongside developing and launching new products to market. This qualification encompasses the spirit of entrepreneurialism and equips students with the practical skills associated with being an entrepreneur in the 21<sup>st</sup> century.

## Structure of the Course at Key Stage 4

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In Enterprise and Marketing, lessons are predominantly practical and students are tasked with challenges, such as: designing a product; pitching a product; running meetings; and selling their product to the public. Lessons will be grounded in the theory of business, yet ask students to apply these theories to real world business situations.

## Course Content

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### Enterprise and marketing concepts

By completing this unit, learners will understand the main activities needed to support a start-up business and what key factors to consider when starting up a business. Learners will understand how and why customer segmentation is used and how to target a customer market. They will also develop an understanding of how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable.

### Design a business proposal

This unit will provide learners with the skills and knowledge to design a product proposal to meet a business challenge scenario. Learners will be able to identify a customer profile for their own product design, develop market research tools and use these to complete market research for their product. Learners will use their research outcomes to generate product design ideas, assess their strengths and weaknesses and work collaboratively with peers to gain feedback to inform final design decisions. Learners will complete financial calculations to select a pricing strategy and determine whether their proposal is viable.

### Market and pitch a business proposal

This unit will provide learners with the skills and knowledge to create a brand identity and promotional plan for their product proposal, developed in their earlier coursework. They will be able to pitch their product proposal to an external audience after completing a practice pitch, and complete a review of both their pitching skills and product proposal, using their learning from this qualification, self-assessment and feedback generated. By completing this unit, learners will know how to use a combination of branding and promotional methods that complement each other and appeal to a specific customer profile. They will gain the crucial skills of professionally pitching to an unknown audience. This will help to prepare them both for employment situations such as interviews and for starting up a business in the future, while also developing the transferable skill of presenting information to others in a clear and persuasive manner.

## Assessment

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### Enterprise and marketing concepts

1hr 30 examination paper which can be re-sat in the two years and sat firstly in January and then in May/June. Part A of the paper comprises of 16 multiple choice questions (MCQs). Part B of the paper comprises of short answer questions and three extended response questions. This exam is marked externally by OCR. This paper accounts for 50% of the final grade.

### Design a business proposal

Coursework and practically assessed tasks which are internally marked and assessed by class teachers. This coursework and practical tasks account for 25% of the final grade.

### Market and pitch a business proposal

Coursework and practically assessed tasks which are internally marked and assessed by class teachers. This coursework and practical tasks account for 25% of the final grade.

## Pathways Post 16

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Students who chose Enterprise and Marketing can choose to study a wide range of A level subjects including A level Business and / or A level Economics, with a new vocational qualification being launched in 2021, to provide a vocational pathway from this qualification.

They can access a wide range of apprenticeships in careers such as Accountancy and Finance, Business Management, Marketing and Human Resources.

The Young Enterprise programme provides an opportunity for students to set up their own mini company.

## Extra-curricular Opportunities

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There are opportunities to become involved in:

- Student Investor programmes.
- Mini enterprise programmes

## Frequently Asked Questions

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Is Business studies only for people who wish to set up their own business?

*Business is useful for anyone who wishes to work in business as it provides opportunities to develop an understanding of all aspects of business including careers in accountancy or marketing.*

Will I go on any school trips in Business?

*We currently visit Alton Towers to examine their marketing strategy.*

What's the difference between Enterprise and Marketing, and GCSE Business?

Enterprise and marketing is a more practical subject which allows students to 'do' business and be assessed in many ways rather than just through external examinations.

How do Cambridge National grades equate to GCSE grades?

<i>Cambridge National Grade</i>	<i>GCSE Grade</i>
<i>Distinction *</i>	<i>Grade 8</i>
<i>Distinction</i>	<i>Grade 7</i>
<i>Merit</i>	<i>Grade 5</i>
<i>Pass</i>	<i>Grade 4</i>

# Media Studies GCSE

Course Leader	Ms L Summers <a href="mailto:lsummers@rushcliffe.notts.sch.uk">lsummers@rushcliffe.notts.sch.uk</a>	Examination Board Information	AQA <a href="#">8572</a>
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## Introduction

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Media Studies is undoubtedly an exciting and creative subject which offers students the chance to explore and analyse the texts they encounter on a daily basis; arguably the subject of Media Studies couldn't be any more relevant or important to the lives of our young people. The subject aims to educate them on the four key concepts of Media: Media Language, Representation, Audiences and Industries.

The course aims to provide students with a secure knowledge of current media issues and debates by analysing the specified 'Close Study Products' designed by AQA. Media Studies requires students to learn new terminology as well as new analytical and creative skills through scrutinizing existing media texts with the intention of then informing their own productions and creations.

## Structure of the Course at Key Stage 4

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There are two exams for Media Studies which will take place at the end of the course in year 11, forming 70% of their overall GCSE mark, and a Non-Examined Assessment piece of coursework which forms 30%.

## Course Content

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While students are well-prepared for assessments through checkpoints and practice exams, GCSE Media teaching provides enjoyment of a real depth and breadth of experience. Students are expected to come to lessons with an inquisitive, analytical mind-set and to be interested in current media issues, news and debates.

At the start of year 10, students will be studying an 'Introduction to Media Studies' unit where we aim to introduce new terminology and theory that will lay the foundations for future study and for their own production work (NEA).

Following this we will begin looking at the AQA prescribed 'Close Study Products'. All students are provided with a booklet, folder and terminology sheets to ensure their notes are kept together and up-to-date as all content will be assessed in their end of year 11 exams.

Towards the end of year 10 we'll begin the NEA or Non-Examined Assessment (coursework) unit where students will be allowed to select their own brief from the options provided. Students will be working largely independently, using their skills acquired throughout the year to create a product that constitutes 30% of their overall GCSE grade.

Year 11 will begin by completing the Non-Examined Assessment unit.

The remainder of year 11 will be dedicated to exam skills and preparation, ensuring all 'Close Study Products' have been studied and that students are also prepared for the unseen elements of the question papers.

## Assessment

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### Paper 1 (Media One)

- Written exam: 1 hour 30 minutes
- 84 marks
- 35% of the GCSE

Section A will focus on Media Language and Media Representations.

Section B will focus on Media Institutions and Media Audiences.

There will be a range of questions relating to an unseen source and Close Study Products. There will be an extended response question (20 marks).

### Paper 2 (Media Two)

- Written exam: 1 hour 30 minutes
- 84 marks
- 35% of the GCSE

Section A will be based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework.

Section B will be based on either newspapers or online, social and participatory media and video games.

There will be short, medium and extended response questions assessing depth of knowledge and understanding of the course.

### Non-Exam Assessment: Media Project

- 60 marks
- 30% of the GCSE
- Assesses:
  - Application of knowledge and understanding of the theoretical framework.
  - Practical skills relating to the media format of their choice, from a selection.
  - An understanding of tailoring productions to meet audience needs and the requirements of the brief.

Students will produce a statement of intent and media products for an intended audience based on the set of annual briefs.

## Pathways Post 16

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Media Studies at GCSE affords students the benefits of developing critical, analytical and creative skills which would stand them in good stead to pursue a variety of subjects at A level and beyond. Students who excel at studying Media at GCSE often then study it at A level.

In particular, recent students have pursued further degree level studies in the following areas: Politics, Marketing, Art, Media, Journalism, Event Management, Film studies, Advertising, Public Relations, Creative Writing and Law.

The subject of media is so diverse in its nature because it is so real in its coverage of the current political climate.

## Extra-curricular Opportunities

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BBC Young Reporter: an opportunity to be part of a press team and receive training from BBC journalists.

IntoFilm Festivals: reduced price screenings of films as part of the BFI IntoFilm Festival.

BFI Broadway Nottingham: Film courses for 16-18 year olds at Broadway, Nottingham and run by the British Film Institute.

Media Magazine subscription online: a wealth of articles that link to key aspects of Media Studies

## Design and Technology GCSE

Course Leader	Ms K Fothergill <a href="mailto:kfothergill@rushcliffe.notts.sch.uk">kfothergill@rushcliffe.notts.sch.uk</a>	Examination Board Information	AQA <a href="#">8552</a>
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### Introduction

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GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.

The qualification is modern and relevant so students can learn about contemporary technologies, materials and processes, as well as established practices. This new GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

The faculty has a laser cutter, 3D printer, dye sublimation printer and vinyl cutter; these give students a taste of how products can be adapted for commercial production.

Product Design supports STEM subjects (Science, Technology, Engineering, Maths) and works well with Business Studies, IT, English and Art.

### Structure of the Course at Key Stage 4

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#### Year 10

Complete the syllabus given by the exam board using different teaching techniques and various project-based activities. This helps with students retaining content for the forthcoming GCSE.

#### Year 11

Students start their Non-examined Assessment choosing a product and following the specific assessment criteria given. This will finish around the end of March. Following this NEA, the students complete the course by revising for the external examination revisiting work that has been carried out in year 10.

### Course Content

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Year 10 students develop their 3d modelling skills using different CAD software. Designs can then be 3d printed. Students further develop their understanding of laser cutting and complete a series of mini research, design and make challenges to build their creativity and practical skills whilst working in a variety of materials including wood, plastic and compliant materials.

Year 11 students complete their NEA and produce a portfolio of work and final 3d prototype using a context provided by the exam board. This is a combination of workshop practical skills incorporated with computer aided manufacturing processes.

### Assessment

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This qualification is linear. This means that students will sit all their exams and submit all their non-examined assessment at the end of the course.

Examination Paper (written examination, 2 hours, 100 marks, 50% of the GCSE)

- Section A Core technical principles (20 marks)  
A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- Section B – Specialist technical principles (30 marks)  
Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

- Section C – Designing and making principles (50 marks)  
A mixture of short answer and extended response questions including a 12 mark design question.

Non-exam assessment, NEA (30-35 hours approximately, 100 marks, 50% of the GCSE)

This unit is the practical application of the three key areas from the examination unit. Pupils complete a substantial design and make task where they focus on investigating, designing, making and analysing/evaluating. Students will produce a working prototype and a portfolio of evidence (maximum 20 pages).

Students have to select from a context provided by the exam board. They will need to identify a user/target market for their product, and collect feedback from them throughout the project to inform design decisions. They will need to undertake product analysis and primary research and work with a high level of independence.

## Pathways Post 16

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An A level course is available at Rushcliffe Spencer Academy in Design and Technology – Product Design. This builds upon the skills, knowledge and understanding covered in GCSE. This will prepare students for further study at degree level.

Design related degrees include: Architecture; Product Design; Engineering (Civil and Mechanical); Graphic Design; Animation; Interior Design; Advertising; Packaging Design; Jewellery Design; and many more.

## Extra-curricular Opportunities

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In year 10 students have the opportunity to take part in Design Ventura. This is a design and enterprise competition organised by the Design Museum. Schools are given a brief research, design, manufacture, advertise, pitch and cost their idea. Students have previously visited the Design Museum, BMW mini factory and the Jaguar Land Rover factory.

## Frequently Asked Questions

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What percentage is the coursework?

*The coursework is now at 50% of the whole qualification and is split up as shown in the assessment section.*

Do I need any books for the course?

*Yes, there is a textbook by Hodder Education 'Design and Technology approved by AQA. Timber, Metal-based Materials and Polymers. ISBN 978-1-5104-0112-9. This can be purchased on line and is useful to have for the start of the course.*

Do I need to be able to draw?

*It's certainly useful and you will need to do a lot of design work however you will be taught a variety of drawing techniques including the use of CAD (computer aided design) over the two years.*

# Food Preparation and Nutrition GCSE

Course Leader	Ms T Lacey <a href="mailto:tlacey@rushcliffe.notts.sch.uk">tlacey@rushcliffe.notts.sch.uk</a>	Examination Board Information	OCR <a href="#">J309</a>
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## Introduction

This is an exciting, interesting and creative course that encompasses a large practical element. The specification relates to a range of career opportunities within the Food Industry. These include hotel and hospitality, dietician, nutritionist, food technologist and the leisure industry to name but a few.

It also encompasses many of the life skills that are considered a necessity for a healthier lifestyle.

This GCSE will be supported with resources produced by one of the world's most renowned chefs, Heston Blumenthal. His natural curiosity and scientific approach to cooking is an ideal collaboration that will enthuse learners as they discover the essentials of food science, build strong practical cookery skills and a good understanding of nutrition.

## Structure of the Course at Key Stage 4

Food Preparation and Nutrition will encourage learners to:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks.
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes and diet and health choices.
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

## Course Content

Students cover a range of units – these are Food Preparation and Nutrition examination (01), Food Investigation Task (02 or 03) and the Food Preparation Task (04 or 05). The content will be covered throughout all components.

- Section A: Nutrition
- Section B: Food: food provenance and food choice
- Section C: Cooking and food preparation
- Section D: Skills requirements: preparation and cooking techniques

## Assessment

Food Preparation and Nutrition (written examination, 100 marks, 1 hour 30 minutes, 50% of the total GCSE)

Food Investigation Task (non-examined assessment, 45 marks, 15% of the total GCSE)

Food Preparation Task (non-examined assessment, 105 marks, 35% of the total GCSE)

## Pathways Post 16

Rushcliffe Spencer Academy offers a level 3 Food science and nutrition course where students can continue their learning and prepare for higher education.

Careers and apprenticeships in the catering and hospitality industries and potential careers include: Chef, Food Scientist, Food designer, Marketing Manage, Research and Development, Nutritionist, Health, Safety and Environment Manager, Taster, Food Stylist, Health Coach, Farmer and many more.

## Extra-curricular Opportunities

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Visits to food-related organisations such as Clarendon College, expert speakers, volunteering for the Epperstone Court visit.

## Frequently Asked Questions

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Do I need to be able to cook to go on the course?

*Over the course of key stage 3 you will have had experience cooking a variety of products and this should be more than enough to give you an insight into what is required when carrying out the GCSE. A real passion for food and producing good dishes will be a benefit.*

Is it an academic course?

*Yes, it is. That means that there are theory-based requirements to fulfil the GCSE. There is also an external assessment which all students are required to revise for.*

## Textiles GCSE

Course Leader	Ms T Lacey <a href="mailto:tlacey@rushcliffe.notts.sch.uk">tlacey@rushcliffe.notts.sch.uk</a>	Examination Board Information	AQA <a href="#">8204</a>
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### Introduction

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This creative and exciting qualification has been developed for students who have a flair and passion for Fashion and Textiles and want to study textiles in a practical way.

### Structure of the Course at Key Stage 4

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Students will:

- have the opportunity to develop and experiment creative approaches to fashion and textiles
- learn and develop the technical skills involved in making a range of textile products
- have a greater understanding of the fashion industry
- work with fashion design briefs
- learn basic pattern, cutting and garment construction skills
- develop fabric and surface decoration techniques
- learn the basics of fashion drawing and interpreting your designs and ideas
- be given the opportunity to design and make a range of textile products

### Course Content

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In year 10, students begin NEA 1 where they will build up a range of textiles skills and techniques focussing on different topics such as colouring and designing fabrics, creating textured fabrics, embellishment, fabric manipulation, joining and finishing fabrics, garment construction and interior design. This consists of 3 x mini projects and 1 extended project. All work contributes to 60% of their final grade.

In year 11, students continue working on their extended project until January where they will begin preparatory work for their externally set assignment. Students complete a range of research, design and practical tasks in order to prepare them for their 10-hour practical exam in the summer term. Exam preparation and practical exam equals 40% of their final grade.

### Assessment

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#### Component 1 – NEA 1 - Portfolio - 60%

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

#### Component 2 – Externally set assignment - Examination - 40%

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives over 10 hours.

### Pathways Post 16

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This course is designed to equip learners with the skills and knowledge they need to progress to further study within fashion and textiles and other related career. Students can study A level Textiles at Rushcliffe.

### Extra-curricular Opportunities

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Expert speakers and visits are built into the course. There are also opportunities for pupils to go on Fashion and Textile industry trips and visit Fashion Exhibitions.

# Construction and the Built Environment BTEC

Course Leaders	Ms K Fothergill <a href="mailto:kfothergill@rushcliffe.notts.sch.uk">kfothergill@rushcliffe.notts.sch.uk</a>	Examination Board Information	Pearson <a href="#">BTEC First</a>
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## Introduction

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Construction and the Built Environment is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying practical skills used in construction, the principles of technology in construction used to create a better environment in the world, and interpreting the landscape, briefs and other aspects that impact on design and creation of construction.

## Structure of the Course at Key Stage 4

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The two year course is designed to be an introduction to the Construction industry. It is a Level 2 qualification which means it is equivalent to a GCSE and has been accredited by Ofqual. The course is split up into 3 components of work.

## Course Content

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### Component 1: Construction Technology (Written Exam 40%)

This unit looks at all aspects of materials used in Construction. It also looks at processes and methods of Construction. This unit is externally assessed with a one hour exam at the end of year 11.

### Component 2: Construction in practice (Externally set - 30% practical assessment)

This unit is a practical unit and students will learn to use basic hand tools and equipment. The task is to produce a frame using four different wood joints. The students will also learn about health and safety when working and will need to produce a risk assessment. This unit is internally assessed

### Component 3: Construction and Design (Externally set - 30% Drawing and sketching assessment)

This unit looks at the design aspect of Construction. Students are asked to design a particular non-residential building and go through the process of drawing up plans. Students draw to scale a block plan, site plan as well as elevation and plan drawings. They also learn different drawing methods such as isometric and perspective drawings. This unit is internally assessed.

## Assessment

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Component 1: Construction Technology (Written Exam 40%)

Component 2: Construction in practice (Externally set - 30% practical assessment)

Component 3: Construction and Design (Externally set - 30% Drawing and sketching assessment)

## Pathways Post 16

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Study at Level 2 post-16 is designed to lead to progression to employment via apprenticeships or further study at Level 3.

Apprenticeships in trades such as bricklaying, carpentry, plastering, painting and decorating

Chartered qualifications and routes into Civil Engineering, Project Management, Architecture and Building Surveying.

## Extra-curricular Opportunities

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STEM activities.

Trips to construction companies and sites.

Community volunteer work – recently work at building a sensory garden at a local Church.

## Frequently Asked Questions

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Is it an accredited qualification?

*Yes. It is equivalent to one GCSE.*

Is it similar to the Design and Technology GCSE?

*It has some similarities but it is a 'standalone' qualification in its own right. You can get some duality (e.g. sketching, woodworking) but overall the qualifications are independent of each other with different requirements.*

Is the course for pupils who want to go in to construction as a professional (architect, engineer)?

*Not directly but if a student excels in the units the teacher will ask whether they have thought about a professional career and talk about routes in to that level of employment.*