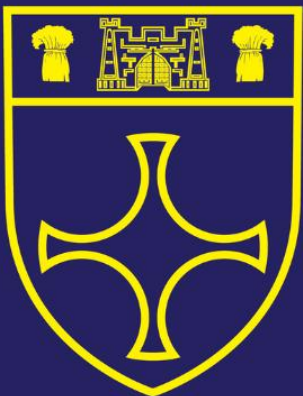




# IAN RAMSEY CE ACADEMY

**YEAR 9 OPTIONS  
BOOKLET  
2023-2024**



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



**Northern  
Lights**  
LEARNING TRUST



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# Welcome to Options Evening

Ian Ramsey CE Academy offers a broad 5-year curriculum rooted in the strong Ebacc subjects and Religious Education.

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



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

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

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

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

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

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

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

## Understanding Subject Pages

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

The subject pages cover:

### **1. A General Introduction to the Subject and What You Will Study**

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

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

This explains how the course will be assessed and how the assessment is split between work during the course and the final examination. It covers what exams you will sit, how many exams there are and when you will sit them. Most subjects are now linear, and this means that all exams must be taken in the summer of 2025. You need to think about how many exams this could mean for you when choosing.

### **3. Parental Support**

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

### **4. Anything Else You Need to Know**

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

## Qualifications

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

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

## What are GCSEs?

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

## Subjects offered at GCSE are:

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

## Vocational Qualifications?

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

## Vocational Subjects offered are:

<b>OCR</b>	<b>BTEC</b>
Sport Science	Music: Level 2
Creative iMedia	
Vocational Engineering	
Health & Social Care	

## What is the English Baccalaureate?

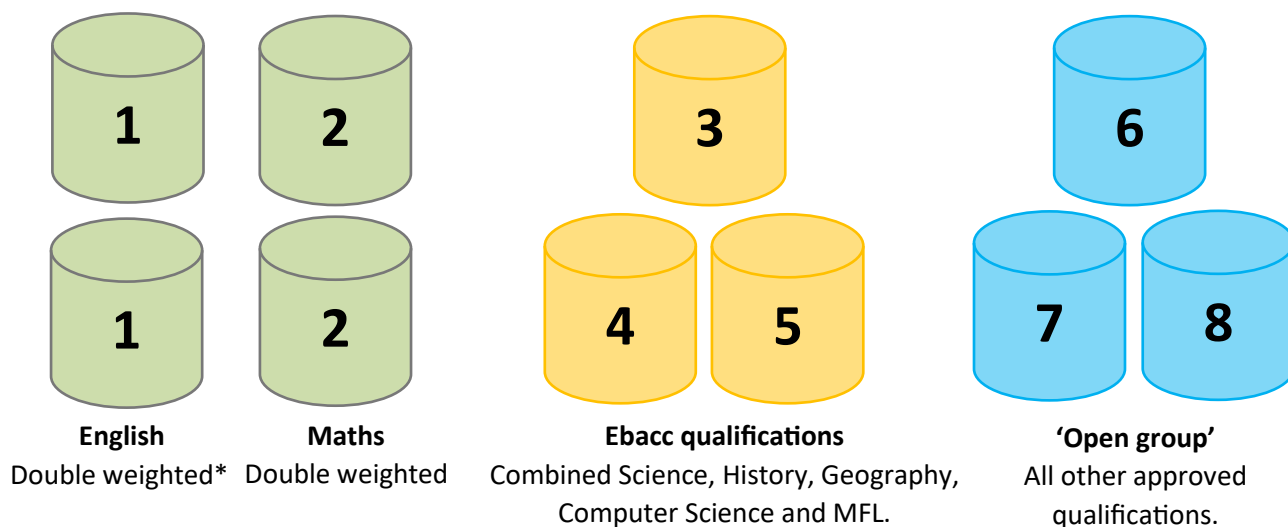
Many of you will be aware that the government has set out its vision for education up to the age of 16. The government is committed to making sure that there is sufficient academic rigour in the diet of all pupils.



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

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

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



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

## How will we support your options choice?

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

- Information and help during PD lessons and Year 9 assemblies.
- The Options Booklet and the subject videos accessible via the academy website.
- Counselling with Senior Staff, where necessary, to provide advice and answer questions.

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

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

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

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

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

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

### **Which subjects can I choose?**

Most courses are available to all pupils. The only exceptions are Triple Science which is restricted to pupils in the top two sets for maths and science, Computer Science which is restricted to pupils who are in the top two sets for maths, and Vocational Engineering which is not available to pupils who are in the top sets for maths and science. The flow diagram on the next page provides further information about combinations.

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

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

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

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

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

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

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

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

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

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

### **Remember**

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



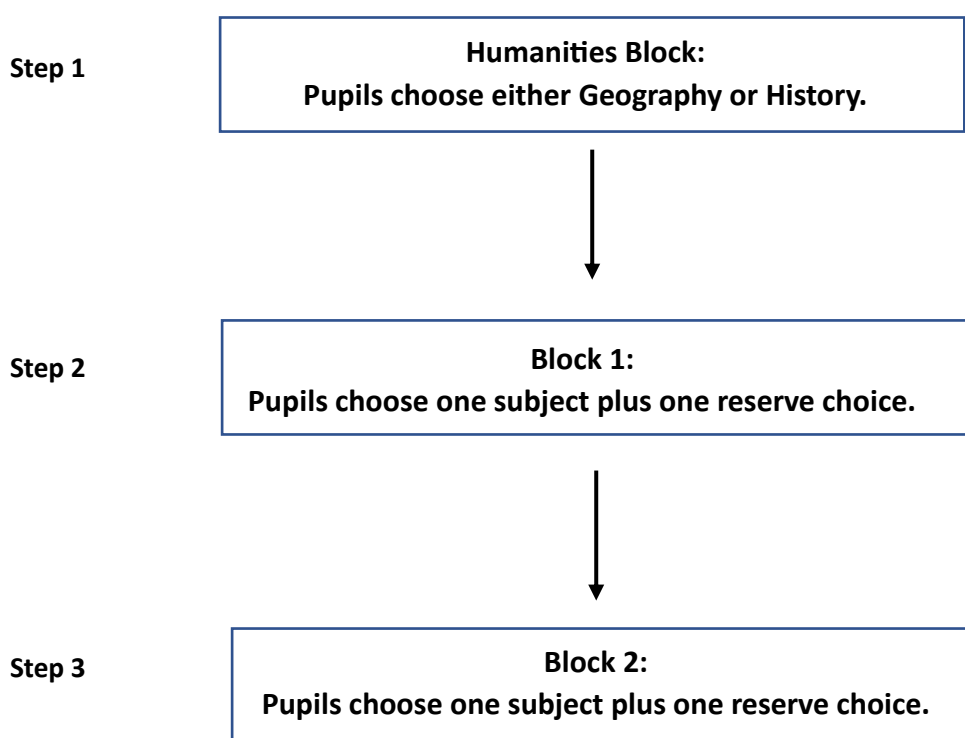
## The Options Process

As our intake is fully comprehensive, not all courses are accessible to, or suitable for, all pupils. Consequently, we are offering routes through KS4 which considers prior attainment and motivation in subjects.

All Options choices are submitted using an online platform – SIMS Options Online. Information on how to use this system is available via the academy website.

Every pupil must make the following choices:

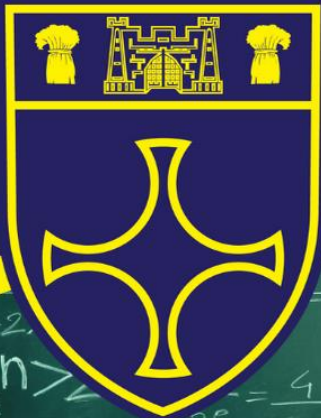
- One subject from the Humanities block - Geography or History (pupils can opt for both Geography and History because they also appear in Block).
- One subject from Block 1, plus one reserve choice.
- One subject from Block 2, plus one reserve choices.



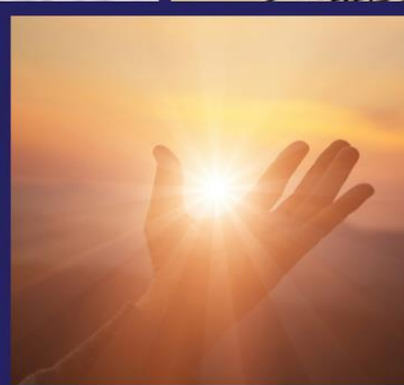
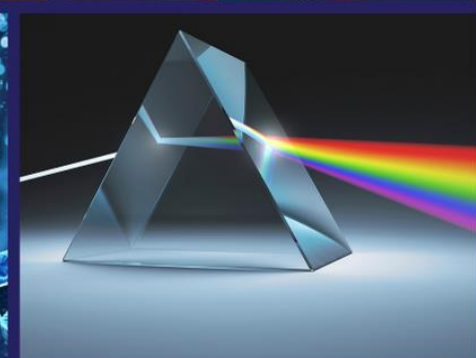
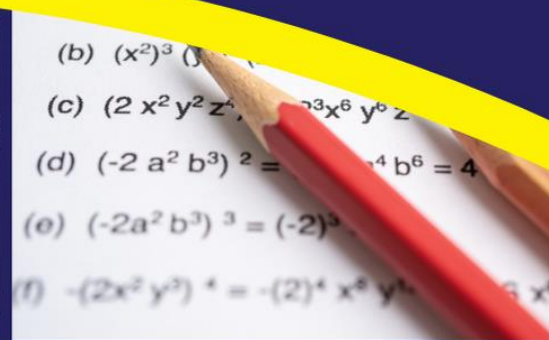
Please note that, to ensure that pupils continue to follow a broad and balanced curriculum, the following subjects cannot be studied together:

- Pupils can only opt for one Computing course i.e. either Computer Science **or** Creative iMedia.
- Pupils can only opt for one Technology course i.e. **one of** Design & Technology, Vocational Engineering, Graphics or Food & Nutrition.
- Pupils can only opt for one Music course i.e. either GCSE Music **or** BTEC Music.
- **Pupils can only opt for one language course (whichever language they have been studying in Y8 and 9).**

Pupils must carefully consider which subjects they include as reserves, because if first choice courses are not available, reserve choices will be allocated.



# CORE SUBJECTS







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

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

All pupils will follow a GCSE course in both English Language and Literature.

### ***Mathematics***

All pupils will follow a GCSE course.

### ***Science***

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

### ***Religious Education***

All pupils will follow a GCSE course.

### ***Personal Development***

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

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

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

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

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



# GCSE English Language

## CORE

<b>Director of English:</b>	Miss Ghost
<b>Subject Teachers:</b>	Mrs Fenton-Blades, Miss Heslehurst, Miss Marcotullio, Miss Smith, Mrs Poppleton, Miss Booth, Mrs Jevons, Mr Slade, Miss Bolland, Mrs Shaw, Mr Patrick, Ms J Fox
<b>Examination Board:</b>	AQA
<b>Specification:</b>	8700
<b>Subject information:</b>	All pupils study the full English Language GCSE course. There is only one tier of entry meaning all pupils sit the same examination at the end of Year 11. There are no early entry opportunities. The course consists of reading, writing, spoken language.
<b>What you will study and how you will be assessed:</b>	<p>There are two components studied for English Language:</p> <p><b>Component 1:</b> Explorations in Creative Reading and Writing (50%)</p> <p><b>Component 2:</b> Writer's Viewpoints and Perspectives (50%)</p> <p><b>Spoken Language:</b></p> <p>The preparation and assessment of spoken language is compulsory. It will appear on all pupils' certificates as a separately reported grade, alongside the overall grade issued. Performance is assessed against common assessment criteria issued by the exam boards. The criteria will address the following assessment objectives:</p> <ul style="list-style-type: none"><li>• Demonstrate presentation skills in a formal setting.</li><li>• Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</li><li>• Use spoken Standard English effectively in speeches and presentations.</li></ul>
<b>Parental support:</b>	<ul style="list-style-type: none"><li>• The Ian Ramsey website provides a range of practice materials and guides to assist in preparation for the exams.</li><li>• Homework is set once a week and focus on revisiting core knowledge and skills which will build from Year 10 to 11 to support students' independent revision and exam practise.</li><li>• Students are encouraged to use online materials and access websites including Seneca.</li><li>• A range of printed materials is provided for independent home study and revision.</li><li>• Revision guides are available to purchase online, however, these aren't essential if students complete their studies to the best of their abilities during their lessons.</li><li>• Opportunities for intervention are available for students to attend for further support and to boost their progress</li></ul>



# GCSE English Literature

## CORE

<b>Director of English:</b>	Miss Ghost
<b>Subject Teachers:</b>	Mrs Fenton-Blades, Miss Heslehurst, Miss Marcotullio, Miss Smith, Mrs Poppleton, Miss Booth, Mrs Jevons, Mr Slade, Miss Bolland, Mrs Shaw, Mr Patrick, Ms J Fox
<b>Examination Board:</b>	AQA
<b>Specification:</b>	8702
<b>Subject information:</b>	All pupils study the full English Literature GCSE course. There is only one tier of entry meaning all pupils sit the same examination at the end of Year 11. There are no early entry opportunities. The course consists of Shakespeare, 19 <sup>th</sup> Century fiction, modern drama text, poetry.
<b>What you will study and how you will be assessed:</b>	<p>There are two components studied for English Language:</p> <p><b>Component 1:</b> Shakespeare and 19<sup>th</sup> Century fiction (40%)</p> <p>Pupils study both texts in full. The exam consists of two questions. It asks students to consider a core idea about a character or a key theme, and then use an extract from the text, as well as their knowledge of the whole text, to produce an essay.</p> <p><b>Component 2:</b> Modern drama text, anthology poetry and unseen poetry (60%)</p> <p>Pupils study the modern drama text in full, as well as an anthology of 15 poems. The exam consists of three sections: a character or thematic question on the modern drama; a thematic question that drives a comparisons essay on two poems from the anthology; an unseen poetry long answer response, and a second, shorter response that compares two unseen poems.</p> <p><b>All English Literature exams are closed book examinations.</b></p>
<b>Parental support:</b>	<ul style="list-style-type: none"><li>• Pupils will receive printed copies of all the texts.</li><li>• The Ian Ramsey website provides a range of practice materials and guides to assist in preparation for the exams.</li><li>• Homework is set in the same way as for English Language</li><li>• Students are encouraged to use online materials and access websites including Seneca.</li><li>• A range of printed materials is provided for independent home study and revision.</li><li>• Revision guides are available to purchase online, however, these aren't essential.</li><li>• Opportunities for intervention and additional stretch and challenge lectures are available for further support.</li></ul>



# GCSE Mathematics

## CORE

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



# GCSE Combined Science

## CORE

<b>Director of Science:</b>	Mr Brown
<b>Subject Teachers:</b>	Mrs Cook, Mr Firth, Miss Franklin, Mr Irving, Miss Peacock, Miss Nicholson, Mrs A Robson, Mrs R Robson, Mr Emmerson, Mr Stephenson
<b>Examination Board:</b>	AQA
<b>Specification:</b>	Combined Science Trilogy (8464)
<b>Subject information:</b>	Science at GCSE provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All pupils should learn essential aspects of the knowledge, methods, processes, and uses of science.
<b>What you will study and how you will be assessed:</b>	<p>GCSE Combined Science is taught as three distinct subjects covering the following topics:</p> <p>In <b>Biology</b>, pupils study the course through the key concepts, including:</p> <ul style="list-style-type: none"><li>• Cell biology</li><li>• Organisation</li><li>• Infection and response</li><li>• Bioenergetics</li><li>• Homeostasis and response</li><li>• Inheritance, variation, and evolution</li><li>• Ecology</li></ul> <p>In <b>Chemistry</b>, pupils study the course through the key concepts, including:</p> <ul style="list-style-type: none"><li>• Atomic Structure and the periodic table</li><li>• Bonding, structure, and the properties of matter</li><li>• Quantitative chemistry</li><li>• Chemical changes</li><li>• Energy changes</li><li>• The rate and extent of chemical change</li><li>• Organic chemistry</li><li>• Chemical analysis</li><li>• Chemistry of the atmosphere</li><li>• Using resources</li></ul> <p>In <b>Physics</b>, pupils study the course through the key concepts, including:</p> <ul style="list-style-type: none"><li>• Energy</li><li>• Electricity</li><li>• Particle model of matter</li><li>• Atomic structure</li><li>• Forces</li><li>• Waves</li><li>• Magnetism and electromagnetism</li></ul> <p>GCSE Science is assessed by six externally examined papers at the end of the course. The questions will be a mixture of different styles, including multiple-choice questions, short-answer questions,</p>
<b>Parental support:</b>	<ul style="list-style-type: none"><li>• Revision guides, exam practice workbooks and pre-made revision flash cards are available to purchase through ParentPay.</li><li>• Pupils will be provided with a myGCSEscience subscription, which is used for revision and online learning homework platform.</li></ul>



# GCSE Religious Education

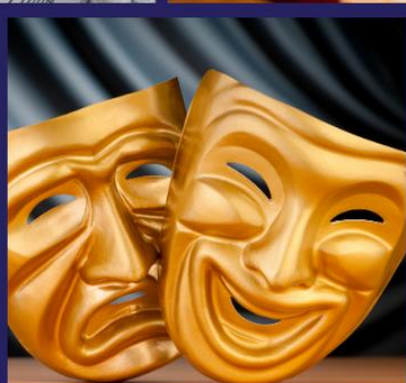
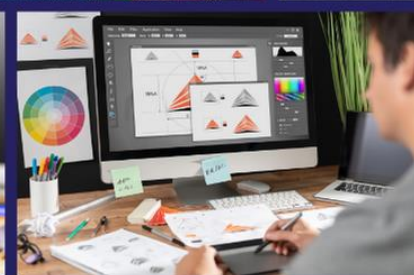
## CORE

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





# OPTION SUBJECTS







# GCSE Computer Science

## EBacc Option

<b>Head of Area:</b>	Mr Cook
<b>Subject Teachers:</b>	Mr Cook
<b>Examination Board:</b>	OCR
<b>Specification:</b>	J277
<b>Subject information:</b>	All pupils will sit two examinations and complete a practical programming task.
<b>What you will study and how you will be assessed:</b>	<p>GCSE Computer Science will get you ready for the modern digital works. It's an exciting, creative subject that you apply to almost any issue you are about, from supporting people's mental health, to finding sporting opportunities. Doing GCSE Computer Science will develop your computational thinking which is the ability to think about any problem in a logical way, compare it to previous experiences and develop the solution.</p> <p><b>What will I learn?</b> As part of GCSE Computer Science, you will: Experience programming and making new software; Find out how hackers attach computers; Discover how computer work; Apply what you've learnt to solve problems.</p> <p><b>How will I be assessed?</b> Two exams each worth 50%: Component 1: Computer Systems. Component 2: Computational thinking, algorithms, and programming.</p> <p><b>What can I do next with Computer Science?</b> Almost every career in the future will have an element of computing involved. Technology is moving so fast that Computer Science knowledge will become an essential part of general knowledge and will help you pursue your chosen career for almost any area of work.</p> <p>You might work in fil, finance, the NHS, journalism, manufacturing, music, or security. You could design the next big app, work with climate change scientists to predict the environmental impact of deforestation or work on the most effective ways to get medicine where it is needed.</p> <p><b>Is Computer Science for me?</b> If you enjoy working with others, being creative, working through challenges to get to a solution and the idea of making a positive difference in the world, then computer Science could be for you.</p> <p>As some of the topics in the GCSE link to maths topics, we offer this course to the pupils in the top two maths sets. If you are not in these sets, please speak to Mr Cook / Mr Nicholson and we will see if adjustments would be appropriate to make.</p> <p>If you want to try it out for yourself, go to <a href="https://projects.raspberrypi.org">projects.raspberrypi.org</a>. There you can make your own website, build a game, or even create some digital art.</p>
<b>Parental support:</b>	All resources will be available on Google Classroom. This will include lesson resources, revision materials and help sheets/videos.



# GCSE German

## EBacc Option

<b>Head of Area:</b>	Mrs Relph
<b>Subject Teachers:</b>	Miss Ziaja, Mrs Relph
<b>Examination Board:</b>	Edexcel
<b>Specification:</b>	1GN0
<b>Subject information:</b>	<p>GCSE German has four skills that are assessed. These are Listening, Speaking, Reading, and Writing. Each skill area is worth 25% of the GCSE grade. All examinations take place at the end of Year 11 and there are two tiers of entry: Foundation and Higher.</p> <p>All skill areas are assessed at the same tier.</p>
<b>What you will study and how you will be assessed:</b>	<p>The GCSE is split into five themes of study:</p> <ul style="list-style-type: none"><li>• Identity and culture</li><li>• Local area, holiday, and travel</li><li>• School</li><li>• Future aspirations, study, and work</li><li>• International and global dimension</li></ul> <p><b>Listening:</b> Pupils are assessed on their understanding of standard spoken German by one or more speakers in a range of public and social settings.</p> <p><b>Speaking:</b> Pupils are assessed on their ability to communicate and interact effectively through speaking in German for different purposes and in different settings.</p> <p><b>Reading:</b> Pupils are assessed on their understanding of written German across a range of different types of texts, including advertisements, emails, letters, articles, and literary texts.</p> <p><b>Writing:</b> Pupils are assessed on their ability to communicate effectively through writing in German for different purposes and audiences.</p>
<b>Parental support:</b>	<ul style="list-style-type: none"><li>• Revision guides and workbooks are available.</li><li>• Regular vocabulary learning with encouragement.</li><li>• Use of Duolingo on a regular basis</li></ul>



# GCSE French

## EBacc Option

<b>Head of Area:</b>	Mrs Relph
<b>Subject Teachers:</b>	Miss Warner, Miss Ziaja, Mrs Relph, Mr Stratton
<b>Examination Board:</b>	Edexcel
<b>Specification:</b>	1FR0
<b>Subject information:</b>	<p>GCSE French has four skills that are assessed. These are Listening, Speaking, Reading, and Writing. Each skill area is worth 25% of the GCSE grade. All examinations take place at the end of Year 11 and there are two tiers of entry: Foundation and Higher.</p> <p>All skill areas are assessed at the same tier.</p>
<b>What you will study and how you will be assessed:</b>	<p>The GCSE is split into five themes of study, and these are:</p> <ul style="list-style-type: none"><li>• Identity and culture</li><li>• Local area, holiday, and travel</li><li>• School</li><li>• Future aspirations, study, and work</li><li>• International and global dimension</li></ul> <p><b>Listening:</b> Pupils are assessed on their understanding of standard spoken French by one or more speakers in a range of public and social settings.</p> <p><b>Speaking:</b> Pupils are assessed on their ability to communicate and interact effectively through speaking in French for different purposes and in different settings.</p> <p><b>Reading:</b> Pupils are assessed on their understanding of written French across a range of different types of texts, including advertisements, emails, letters, articles, and literary texts.</p> <p><b>Writing:</b> Pupils are assessed on their ability to communicate effectively through writing in French for different purposes and audiences.</p>
<b>Parental support:</b>	<ul style="list-style-type: none"><li>• Revision guides and workbooks are available.</li><li>• Regular vocabulary learning with encouragement.</li><li>• Use of Duolingo on a regular basis</li></ul>



# GCSE Spanish

## EBacc Option

<b>Head of Area:</b>	Mrs Relph
<b>Subject Teachers:</b>	Miss Ziaja, Mr Stratton
<b>Examination Board:</b>	AQA
<b>Specification:</b>	1SP0
<b>Subject information:</b>	<p>GCSE Spanish has four skills that are assessed. These are Listening, Speaking, Reading, and Writing. Each skill area is worth 25% of the GCSE grade. All examinations take place at the end of Year 11 and there are two tiers of entry: Foundation and Higher.</p> <p>All skill areas are assessed at the same tier.</p>
<b>What you will study and how you will be assessed:</b>	<p>The GCSE is split into five themes of study, and these are:</p> <ul style="list-style-type: none"><li>• Identity and culture</li><li>• Local area, holiday, and travel</li><li>• School</li><li>• Future aspirations, study, and work</li><li>• International and global dimension</li></ul> <p><b>Listening:</b> Pupils are assessed on their understanding of standard spoken Spanish by one or more speakers in a range of public and social settings.</p> <p><b>Speaking:</b> Pupils are assessed on their ability to communicate and interact effectively through speaking in Spanish for different purposes and in different settings.</p> <p><b>Reading:</b> Pupils are assessed on their understanding of written Spanish across a range of different types of texts, including advertisements, emails, letters, articles, and literary texts.</p> <p><b>Writing:</b> Pupils are assessed on their ability to communicate effectively through writing in Spanish for different purposes and audiences.</p>
<b>Parental support:</b>	<ul style="list-style-type: none"><li>• Revision guides and workbooks are available.</li><li>• Regular vocabulary learning with encouragement.</li><li>• Use of Duolingo on a regular basis</li></ul>



# GCSE Geography

## EBacc Option

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



# GCSE History

## EBacc Option

<b>Head of Department:</b>	Mrs Price
<b>Subject Teachers:</b>	Mr Burt, Mr Spence, and Mr Walters
<b>Examination Board:</b>	Edexcel
<b>Specification:</b>	1H10
<b>Subject information:</b>	<p>There is no tiered entry. All pupils will sit the same papers. There are a variety of questions including short responses and extended answers to allow ALL pupils the ability to score marks on the exam papers. All examinations will be taken at the end of Year 11.</p>
<b>What you will study and how you will be assessed:</b>	<p>Edexcel GCSE History provides a variety of interesting topics which will excite all budding historians. Some topics such as World War One, Elizabethan England and the Rise of Hitler will be familiar but, there are new areas of study such as the History of Medicine and the story of the 'Wild West'.</p> <p><b>Paper 1 (30%): Medicine in Britain, c1250-present and the British sector of the Western Front, 1914-1918: injuries, treatment, and the trenches.</b></p> <ul style="list-style-type: none"><li>• The history of medical change from Medieval times to the present day and The British sector of the Western Front exploring the conditions, health problems and the impact of the Western Front on surgery and medicine.</li></ul> <p><b>Paper 2 (40%): The American West (c1835-1895) and Early Elizabethan England (1558-1588)</b></p> <ul style="list-style-type: none"><li>• The American West examines how the West was settled and the impact that this had on the Native American people. It considers the factors encouraging migration and the conflict that arose during this time between settlers and Plains Indians.</li><li>• Early Elizabethan England highlights the religious problems Elizabeth faced at the beginning of her reign including Mary Queen of Scots. It also considers the challenges Elizabeth faced from both home and abroad including the Spanish Armada. Along with the way Elizabethan society developed during the Age of Exploration.</li></ul> <p><b>Paper 3 (30%): Weimar and Nazi Germany (1918-1939)</b></p> <ul style="list-style-type: none"><li>• Weimar Germany and the reasons for its collapse, leading to the development of the Nazi State and Hitler's rise to power. Followed by exploration of Nazi control of Germany using terror and propaganda before looking at the outbreak and atrocities of WWII, including Nazi policies towards women and the young.</li></ul>
<b>Parental support:</b>	<ul style="list-style-type: none"><li>• Revision Guides available to purchase from the beginning of Year 10.</li><li>• The internet contains many web sites, which may be used with discretion and may prove useful.</li></ul>



# GCSE Triple Science

## EBacc Option

<b>Director of Science:</b>	Mr Brown
<b>Subject Teachers:</b>	Mrs Cook, Mr Firth, Miss Franklin, Mr Irving, Mrs McCurley, Mr Emmerson, Miss Nicholson, Mrs A Robson, Mrs R Robson, Mr Stephenson
<b>Examination Board:</b>	AQA
<b>Specification:</b>	GCSE Biology (8461) GCSE Chemistry (8462) GCSE Physics (8463)
<b>Subject information:</b>	<p>This course acts as three separate GCSEs in Biology, Chemistry and Physics. Building on the teaching of the combined course, pupils who opt to study Triple Science will achieve three separate GCSE qualifications for science.</p> <p>Triple Science is particularly valuable for anyone intending on studying Science at A-level, leading into the many courses and careers which depend on a background in science.</p> <p>Most top universities prefer applicants for science subjects to have taken the triple award option at GCSE.</p>
<b>What you will study and how you will be assessed:</b>	<p>Each specialism - Biology, Chemistry, Physics - is assessed by two exams lasting 1hour 45minutes. Each exam is equally weighted at the end of the course.</p> <p>The qualifications received at the end of the course are separate GCSEs in Biology, Chemistry and Physics which are graded 9-1, with 9 being the highest grade.</p> <p>The content of Triple Science covers the same course structure as Combined Science but will include content and applications that bridge the gap between GCSE and A-level.</p>
<b>Parental support:</b>	<ul style="list-style-type: none"><li>• Revision guides, exam practice workbooks and pre-made revision flash cards are available to purchase through ParentPay.</li><li>• Pupils will be provided with a myGCSEscience subscription provided by the school, which is used as a revision and online learning homework platform.</li></ul>





# GCSE Art and Design

## Open Option

<b>Head of Department:</b>	Mrs Devenney
<b>Subject Teachers:</b>	Mrs Devenney, Mr Dolby
<b>Examination Board:</b>	AQA
<b>Specification:</b>	8201 Art, Craft and Design/8202 Fine Art
<b>Subject information:</b>	<p><b>This is a full GCSE course.</b> There are <b>2</b> components which are set and marked by the school and moderated by AQA during a visit. Each component is marked out of a total of 96 marks.</p>
<b>What you will study and how you will be assessed:</b>	<p>There is no written exam in GCSE Art and Design. Written work takes the form of annotation in sketchbooks.</p> <p><b>Component 1 (60%): Submitted at Christmas in Year 11</b></p> <p>Pupils create a body of work in sketchbooks which includes a sustained project evidencing the journey from a starting point to the realisation of final pieces. There is no restriction on the scale of work, media or materials used. Pupils will follow programmes studying:</p> <ul style="list-style-type: none"><li>• Drawing</li><li>• Painting</li><li>• Ceramics</li><li>• Textiles</li><li>• Photography</li><li>• Digital media</li><li>• Printing</li><li>• Mixed media</li><li>• Sculpture</li></ul> <p>Pupils will follow the themes of:</p> <ul style="list-style-type: none"><li>• Natural form</li><li>• Portraits</li><li>• Still life/animals</li></ul> <p>A mock exam in which pupils design their own personal project at the end of Year 10 enables pupils to follow their own artistic interests.</p> <p><b>Component 2 (40%): Submitted in April of Year 11</b></p> <p>Pupils respond to an externally set assignment paper. They create an individual sketchbook. This project culminates in 10 hours of supervised time in which pupils complete their final piece of work.</p>
<b>Parental support:</b>	<p>Pupils require no specialist equipment other than 2 sketchbooks available to purchase at a reduced price from the Academy. Access to the internet for researching artists is useful but not essential.</p> <p>Further information about this qualification can also be accessed at: <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance</a></p>



# BTEC Music

## Open Option

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



# GCSE Music

## Open Option

<b>Head of Area:</b>	Mr Smith
<b>Subject Teachers:</b>	Mrs Brown, Mr Smith
<b>Examination Board:</b>	Pearson Edexcel
<b>Specification:</b>	BTEC Level 1/Level 2 Tech Award in Music Practice
<b>Subject information:</b>	This course gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts.
<b>What you will study and how you will be assessed:</b>	<p>The qualification is 120 guided learning hours, which is the same size and level as one GCSE and is aimed at everyone who wants to develop their musical skills and further develop their understanding of music.</p> <p><b>Component 1: Exploring Music Products and Styles</b></p> <p>Explore how musical elements, technology and other resources are used in the creation, production, and performance of music. Practically explore the key features of different styles of music and develop your own creative work.</p> <p><b>Component 2: Music Skills Development</b></p> <p>Develop technical, practical, personal, and professional skills in music performance and creating original music. Review your progress and consider how to make improvements.</p> <p><b>Component 3: Responding to a Music Brief</b></p> <p>Develop and present an original creation based on a piece from a given list and a style from a choice of four. Present this as a solo or group performance, an audio recording, or a Digital Audio Workstation (DAW) project. You will also consider how your skills and interests make you suitable for the specific music sector opportunity.</p>
<b>Parental support:</b>	<ul style="list-style-type: none"><li>• Performing on an instrument/singing is an important aspect of the course, so regular practise at home.</li><li>• Encourage experiencing live music through concerts, local performances, theatres (including virtual experiences and YouTube etc.).</li><li>• Encourage participation in extracurricular musical activities as part of their learning experience.</li><li>• Further information about this qualification can also be accessed at: <a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice-2022.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice-2022.html</a></li></ul>



# GCSE Media Studies

## Open Option

<b>Director of English:</b>	Miss Ghost
<b>Subject Lead:</b>	Miss Heslehurst
<b>Examination Board:</b>	AQA
<b>Specification:</b>	8572
<b>Subject information:</b>	<p>GCSE Media studies will explore both contemporary and historical texts ranging across a wide range of platforms, such as TV, film, radio, social media, print journalism and marketing and advertising.</p> <p>Pupils will be able to use their critical thinking skills to question and analyse the significant role of the media and how it affects our everyday lives.</p>
<b>What you will study and how you will be assessed:</b>	<p>There are three components to the GCSE Media course:</p> <p><b>Component One: 35% of GCSE</b> Section A will focus on Media Language and Media Representations. Questions in this section can test any two of the following forms:</p> <ul style="list-style-type: none"><li>• Magazines</li><li>• Advertising and marketing newspapers</li><li>• Online, social, and participatory media and video games.</li></ul> <p>Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:</p> <ul style="list-style-type: none"><li>• Radio</li><li>• Music video</li><li>• Newspapers</li><li>• Online, social, and participatory media and video games</li><li>• Film (industries only).</li></ul> <p><b>Component Two: 35% of GCSE</b> Section A is based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework.</p> <p>Section B will be based on either newspapers or online, social, and participatory media and video games and can test any area.</p> <p><b>Component Three: Non-Exam Assessment – 30% of GCSE</b> Pupils create their own media product based on a brief, set by AQA.</p>
<b>Parental support:</b>	<ul style="list-style-type: none"><li>• All resources will be available on Google Classroom, including lesson resources, revision materials and help sheets/videos for the centre-assessed tasks.</li><li>• The internet is an excellent resource for research - links to these are placed on the Ian Ramsey Academy website.</li><li>• Revision guides are available to purchase online, however, these are not essential.</li><li>• Opportunities for intervention and additional stretch and challenge lecture-style lessons are available for further support.</li></ul>



# GCSE DT: Product Design

## Open Option

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



# GCSE DT: Graphic Design

## Open Option

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



# GCSE Food Preparation and Nutrition

## Open Option

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



# OCR Engineering

## Open Option

<b>Head of Area:</b>	Mrs Henshaw
<b>Subject Teachers:</b>	Mrs Swan
<b>Examination Board:</b>	OCR Cambridge
<b>Specification:</b>	J823
<b>Subject information:</b>	<p>This course is vocational and would suit pupils who want to learn about what products are made from and how they are made. Material areas are metals and plastics. <b>This course does not include working with wood.</b></p> <p>You will learn about health and safety, international engineering drawing standards, use of CAD/CAM and quality control. The course will include practical lessons, but you will be required to produce <b>written work</b> to record your learning. This is <b>not a design course</b>.</p>
<b>What you will study and how you will be assessed:</b>	<p><b>Principles of engineering manufacture:</b> pupils develop their understanding of a wide range of engineering materials and how their properties and characteristics impact on a design specification. Pupils examine different production processes and their applications.</p> <p><b>Manufacturing a one-off product:</b> pupils plan and apply appropriate processes to make a pre-production product using machine operations. They carry out a range of manually controlled machining operations and perform quality control checks to review their finished pre-production product.</p> <p><b>Manufacturing in quantity:</b> pupils explore the role of computer applications in the design and manufacture of engineered products by creating computer-aided design (CAD) drawings to produce a computer numerical control (CNC) manufactured example of a product. They compare methods used to manufacture the same product by manually controlled machines and CNC production. They develop their understanding of how computer control is used to produce engineered products in high-volume.</p> <p><b>Unit R014:</b> Written paper, 1 hour 15 mins, 60 marks <b>Unit R015:</b> Centre Assessed task, OCR Moderated, 12 hours, 60 marks. <b>Unit R016:</b> Centre Assessed task, OCR Moderated, 12 hours, 60 marks.</p>
<b>Parental support:</b>	Revision packs will be issued prior to the external assessments. The internet contains many web sites which may be used with discretion and may prove useful.





# GCSE Drama

## Open Option

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



# GCSE Business Studies

## Open Option

<b>Head of Area:</b>	Mr Cook
<b>Subject Teachers:</b>	Mr Cook, Mr Botham, Mr Hooker
<b>Examination Board:</b>	Edexcel
<b>Specification:</b>	IBSO
<b>Subject information:</b>	Course offers students a dynamic exploration of the business world, divided into two captivating themes. Theme 1, 'Investigating Small Business,' comprises topics such as enterprise, spotting business opportunities, and understanding external influences. Theme 2, 'Building a Business,' delves into the intricacies of business growth, marketing decisions, operational choices, financial management, and human resource decisions. With a balanced mix of academic rigor and real-world application, this qualification equips students with the essential skills and insights to thrive in the dynamic landscape of business.
<b>What you will study and how you will be assessed:</b>	<p><b>Paper 1: Investigating Small Business</b></p> <p>Paper 1 of the GCSE Business Studies qualification focuses on investigating small business essentials. Spanning 1 hour and 45 minutes, this assessment contributes 50% to the overall qualification. Divided into three sections, the paper includes calculations, multiple-choice, short-answer, and extended-writing questions. Students will explore topics such as enterprise, identifying business opportunities, and external influences, applying theoretical knowledge to practical scenarios.</p> <p><b>Paper 2: Building a Business</b></p> <p>In the 1 hour and 45-minute assessment of Paper 2, students navigate the intricacies of building and managing a business, contributing the remaining 50% to their GCSE Business Studies qualification. The assessment comprises three sections, incorporating calculations, multiple-choice, short-answer, and extended-writing questions. Themes include business growth, marketing decisions, operational choices, financial management, and human resource decisions. Real-world business contexts provided in the paper challenge students to apply theoretical knowledge, fostering a comprehensive understanding of decision-making processes within the business landscape.</p>
<b>Parental support:</b>	All resources will be available on Google Classroom. This will include lesson resources, revision materials and help sheets/videos for the centre-assessed tasks.



# OCR Creative iMedia: Games Design

## Open Option

<b>Head of Area:</b>	Mr Cook
<b>Subject Teachers:</b>	Mr Cook, Mr Botham
<b>Examination Board:</b>	OCR
<b>Specification:</b>	J834
<b>Subject information:</b>	All pupils will sit one examination and complete three units of non-examined assessment. There is an opportunity to re-sit the examination once if necessary.
<b>What you will study and how you will be assessed:</b>	<p><b>RO93: Creative iMedia in the media industry</b></p> <p>Pupils are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines, and preparation techniques. Assessed by a written examination.</p> <p><b>RO94: Visual identity and digital graphics</b></p> <p>Building on the skills and understanding that they have developed in the previous unit, pupils explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief. Assessed by completing tasks set by the exam board and marked by the teacher.</p> <p><b>RO99: Digital Games</b></p> <p>Pupils learn the basics of planning and designing digital games for the creative digital media sector. They investigate the capabilities and limitations of different platforms and identify core features of digital games as they create a games design concept proposal for presentation to a client for critical review. Pupils then learn to create a digital game to meet the needs to a target audience. They will need to combine a range of digital skills to pull different assets together to make their game function as planned. Assessed by completing tasks set by the exam board and marked by the teacher.</p>
<b>Parental support:</b>	All resources will be available on Google Classroom. This will include lesson resources, revision materials and help sheets/videos for the centre-assessed tasks.



# OCR Sport Science

## Open Option

<b>Head of Area:</b>	Mrs Almack
<b>Subject Teachers:</b>	Mr Howe, Miss Turver, Mr Kesterton
<b>Examination Board:</b>	OCR
<b>Specification:</b>	J828
<b>Subject information:</b>	<p>Practical performance will be measured via skills and ability in fitness testing and performing different methods of training. We would expect pupils to be actively engaging in practical activity involving at least two sports in their own time and be performing at a competitive level.</p> <p>Independent learning and research skills will be essential. The specification is wide ranging and varied. Pupils will be expected to have an active interest in how the mind and body work, in relation to physical activity, and have knowledge of practical activities against which to apply the theories. The course has a strong element of science, and a good science knowledge base will be an advantage.</p>
<b>What you will study and how you will be assessed:</b>	<p>This course is designed to build on the skills and knowledge learned at Key Stage 3, providing pupils with a well-rounded and full introduction to the world of PE, sport, and sport science. The PE department are offering an examination qualification which will result in OCR National Accreditation. Pupils can apply theoretical knowledge about different types of sport and physical training, skill development and sports nutrition to their own practical performance.</p> <p>Pupils will sit an exam at the end of the course based on reducing the risk of sports injuries and dealing with medical conditions. The topics studied during the course will include:</p> <ul style="list-style-type: none"><li>• Reducing the risk of sports injuries and dealing with common medical conditions (Externally assessed exam)</li><li>• Applying the Principles of Training: fitness and how it affects skill performance. (Coursework)</li></ul> <p>Nutrition and sports performance (Coursework)</p>
<b>Parental support:</b>	<p>Revision packs will be issued prior to the external assessments.</p> <p>The internet contains many web sites, which may be used with discretion and may prove useful. The course is primarily coursework based so support will be required in helping pupils to meet deadlines and stay on top of weekly tasks.</p>



# OCR Health and Social Care

## Open Option

<b>Head of Area:</b>	Mrs Almack
<b>Subject Teachers:</b>	Mrs Almack, Mrs Shaw
<b>Examination Board:</b>	OCR
<b>Specification:</b>	J835
<b>Subject information:</b>	<p>Health and Social Care introduces pupils to the specialist knowledge and skills needed to work in various care settings. Underpinning the qualification is a focus on core values and communicating with individuals to maintain their dignity and sense of being valued.</p> <p><b>Essential values of care for use with individuals in care settings</b> is assessed through a 1hr written exam set and marked by exam board. All other units are assessed in school.</p>
<b>What you will study and how you will be assessed:</b>	<p>There are two mandatory units:</p> <p><b>Essential values of care for use with individuals in care settings.</b> Pupils learn about the rights of individuals and the values of care required when working in a health, social care, or early years environment. Through role play and case studies they gain understanding of how to apply these values so that individuals' dignity is maintained.</p> <p><b>Communicating and working with individuals in health, social care, and early years settings.</b> Pupils explore different types of communication. They learn about the importance of effective communication to connect with individuals using care services, and they develop their understanding of how the way they communicate impacts on an individual's care.</p> <p>There are eight optional units. Pupils study <b>two</b> of the following:</p> <ul style="list-style-type: none"><li>• Understanding body systems and disorders.</li><li>• Understanding life stages.</li><li>• Planning for employment in health, social care and children and young people's workforce.</li><li>• Creative activities to support individuals in health, social care, and early years settings.</li><li>• Understanding the development and protection of young children in an early-years setting.</li><li>• Understanding the nutrients needed for good health.</li><li>• Using basic first aid procedures.</li></ul>
<b>Parental support:</b>	All resources will be available on Google Classroom. This will include lesson resources, revision materials and help sheets/videos for the centre-assessed tasks.

