



# Options Booklet

2018 - 2020



Dear Parents/Guardians

## **Key Stage 4 Options Subjects 2018 - 2020**

The selection of optional subjects is one of the crucial moments in any student's secondary education. All students have already started to complete work of GCSE standard in all their subjects, but will opt to specialise and follow a two year GCSE programme, starting in Year 10. The experience of studying some of the GCSE content in Year 9 will allow staff to give specific guidance to ensure students have the aptitude for particular subjects and allow students to make a more informed choice.

We aim to ensure that the information and guidance provided will support your child through the options process and ensure that their informed choices lead to the maximisation of their potential.

It will be important that each student understands their own strengths and weaknesses so that they can optimise their chances of success. Equally, we recommend that each student select courses in which they have aptitude as well as personal interest.

The educational landscape has changed considerably, and this has affected the curriculum that students follow. In 2015, major GCSE and BTEC reforms were introduced; we have already taken all the necessary steps to ensure our students are well prepared for these changes. The introduction of the English Baccalaureate places a focus on certain key subjects which are seen to offer academic rigour and a firm foundation for students' future success whichever route they follow.

### **What will the curriculum look like?**

The Ramsey Academy is a fully inclusive school; our aim is to offer a broad and balanced curriculum that enables accessibility for all, with a variety of subjects to meet the needs and aspirations of our students. Ensuring the combination of courses our students study provides suitable progression routes into post-16 study and beyond, is of paramount importance to us at The Ramsey Academy.

Students will all study the following compulsory subjects

- English Language
- English Literature
- Mathematics
- Science (Triple or Combined)
- Physical Education (non GCSE)
- Certificate in Financial Education

In addition to this, students will follow one of three learning pathways. We will ask students to select other subject choices which will become their "Options". All subjects will be examined in the summer of 2020.



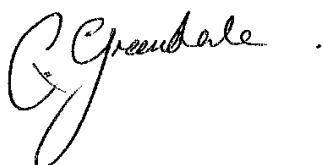
To support the students making their choices we will be providing the following:

- An Options Assembly for students to inform them about this important process.
- An Options Evening on Thursday 22 February 2018 to allow students and parents to talk to subject staff offering Key Stage 4 courses.
- This Options Booklet, which contains information on courses and subjects.
- Access to your child's report with their current attainment within their Flightpaths.
- An opportunity to have a meeting with a member of the leadership team to discuss choices and aspirations.
- Access to an independent careers advisor.

Please read the information in this booklet, together with the Year 9 Report and teacher comments, when available. There will be another opportunity to ask further questions of subject staff at the Year 9 Parents' Evening on Thursday 1<sup>st</sup> March 2018.

If you have any concerns, please do not hesitate to contact me at school.

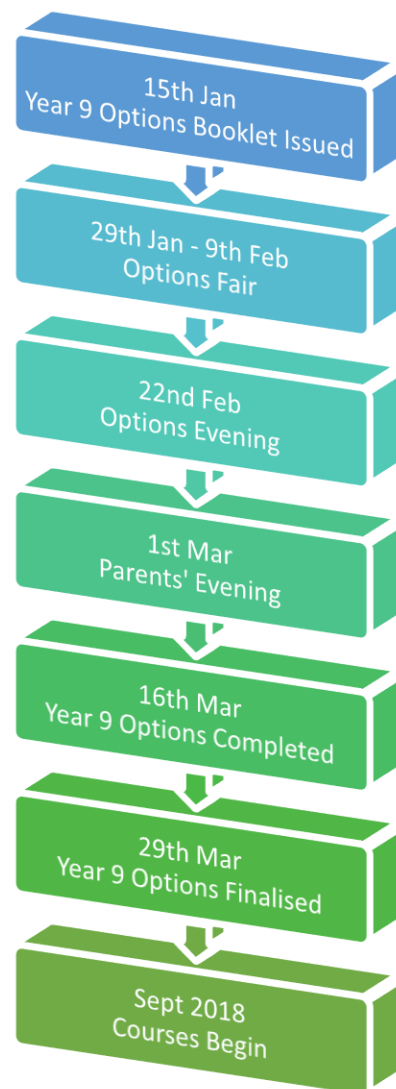
Yours faithfully,

A handwritten signature in black ink, appearing to read 'G. Greenslade', followed by a period.

**Mr. Greenslade**  
Assistant Headteacher



## Year 9 Options Timeline



## About your choices

The time has arrived to start making some decisions about your next two years at Ramsey Academy and the GCSE/BTEC courses that you wish to study. Some subjects are compulsory, but this is your opportunity to choose to study others that interest you and, that will help you in the future.

The following information will allow you to make informed decisions. Remember to follow the instructions carefully, and to take your time over the decisions you make. Most importantly ask questions; remember you are making choices that may influence your future.

Subject Leaders have written an outline of the option choices they are offering next year. This will help you to have a clearer view of what is involved in the course. These pages will also help to answer some of the questions you may already have.

Your choices in Year 10 may affect your future career, so think carefully. If you already know what you would like to do when you leave school, ask about suitable subject choices that will help you to get to where you want to be.

## Some Important Points for Parents/Guardians

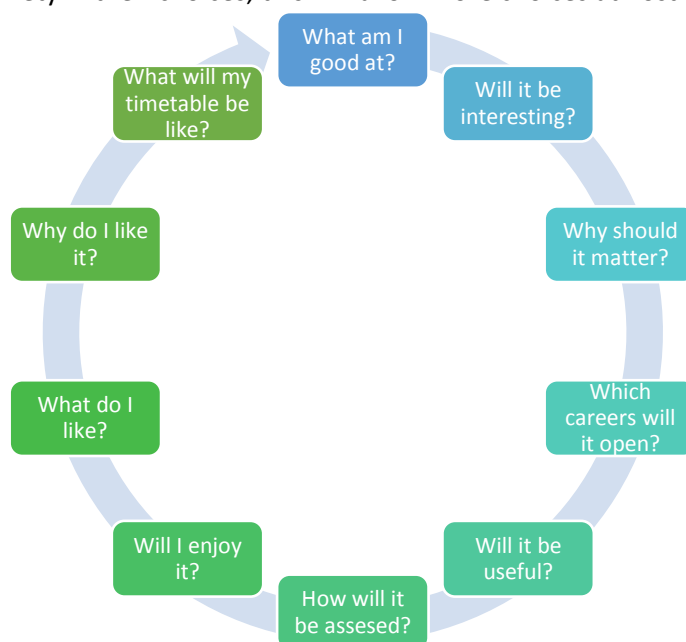
Talk to your son/daughter about what their interests are.

Find out what they would like to do in the future.

Let them know that jobs for 16 year olds are now virtually non-existent. The key to their future is in good education, good training, and developing skills and abilities that employers want and are prepared to pay for.

Check that your son/daughter is choosing subjects for the right reasons.

Try to encourage a variety in their choices; this will allow more choices at Post 16.



## Making decisions

Choosing your GCSE courses is a big decision. Here are a few things to remember when making your choices:

**It is your future that will be affected**

### **DO NOT make choices because.....**

- × Your friends are choosing it. (You might not be in their class anyway).
- × You like the teacher. (You might get another teacher).
- × You DON'T like the teacher. (You might get another teacher)!

### **DO make choices because.....**

- ✓ You enjoy the subject.
- ✓ You are good at the subject.
- ✓ The type of learning and assessment methods suit your learning style.
- ✓ It will help you in any future career you may be considering.

Speak to others and get advice. Listen carefully to what they have to say.

### **WHO should I speak to?**

- 💬 Subject Teachers.
- 💬 Raising Standards Leader.
- 💬 Form Tutor.
- 💬 Parents/Guardians.
- 💬 Older brothers and sisters.
- 💬 Careers Service.

### **Think about what subjects you are taking at the moment:**

- What do you enjoy about them?
- What are YOUR strengths and weaknesses?
- Read your school reports.
- What are you good at?



## OPTION PATHWAYS

At The Ramsey Academy, we want all our students to leave us with qualifications in high quality subjects, and with the highest possible grades. We understand that children differ in their abilities and interests therefore we aim to provide a curriculum choice that caters for both. In Years 10 and 11 we provide three pathways, and will advise parents and students as to which we feel is most appropriate based on prior attainment and aptitude for particular subjects. This approach maximises the chance of future success at the end of the GCSE courses.

### English Baccalaureate (EBacc)

We advise students who are considering entry to a top university to choose to study courses that will allow them to cover the English Baccalaureate subjects. All students, where possible, should do this too, for breadth and balance in their chosen courses.

The EBacc recognises the success of those young people who attain GCSEs across a core of academic subjects - English, Mathematics, Geography or History, the Sciences and a Language.

To fulfil the EBacc, a pupil would need grades 9 - 5 in English, Mathematics, two Sciences, a Humanities and a Language.

To achieve the Science element of EBacc, students need to achieve 9 - 5 in Combined Science or be examined in three of Biology, Chemistry, Physics or Computer Science, and achieve 9 – 5 in two of these subjects.

### NAVY PATHWAY

(9 GCSEs)

#### EBACC PATHWAY WITH TRIPLE SCIENCE

This is the most rigorous academic pathway; it involves studying both a Language and a Humanity subject, in addition to three sciences – Biology, Physics and Chemistry.

All subjects in this pathway lead on to facilitating subjects at A Level, including; English, Mathematics, Further Mathematics, Biology, Chemistry, Physics, Geography, History, French and/or German. The latter subjects are the more rigorous A Levels preferred by top universities.

Students have to choose **one** other subject.

#### EBACC PATHWAY WITH COMBINED SCIENCE

This is also a rigorous academic pathway; it involves studying a language (French and/or German) and a Humanity subject (History and/or Geography) in addition to Combined Science rather than the separate Sciences.

Students will also have **two** additional option choices.



## CRIMSON PATHWAY

(9 GCSEs)

Students will study the core curriculum – English Language, English Literature, Mathematics and either Triple or Combined Science. They must choose to study at least one option from French, German, History, Geography or Computer Science. The other GCSE courses should be relevant to their career intentions.

Students will also have **three** additional option choices.

## PRIMROSE PATHWAY

(8 GCSEs)

This is a guided pathway for specific students. Students with Special Educational Needs will liaise with Mr. Taylor (SENCO) in consultation with parents, about Upper School provision.

Students will study the core curriculum – English Language, English Literature, Mathematics and Combined Science. They will also complete the European Computer Driving Licence. The other GCSE courses should be relevant to their career intentions.

Students will also have **three** additional option choices.

We aim to offer all students at least 8 GCSEs. The majority will complete 9 GCSEs. In a minority of situations, students will follow a reduced Upper School programme based on the educational need of the individual student. Consequently, a student following the Primrose Pathway will have additional Learning Support as one of their choices to help facilitate their learning across the curriculum.

**Please be aware that students can only take Triple Science if they have been invited by the faculty.**



# Navy Pathway

Core Curriculum (6 GCSEs)	Ebacc Pathway Triple Science	Ebacc Pathway Combined Science
<ul style="list-style-type: none"> <li>English Language</li> <li>English Literature</li> <li>Mathematics</li> </ul>	<b>Choose 1 from:</b>  Triple Science	<b>Choose 1 from:</b>  Combined Science
<u>Non GCSE Courses</u>  Certificate in Financial Education Level 2 (CeFE)	<b>Choose 1 from:</b>  History Geography	<b>Choose 1 from:</b>  History Geography
Physical Education (Non-examined core subject)	<b>Choose 1 from:</b>  French German	<b>Choose 1 from:</b>  French German
	<b>Choose 1 from:</b>  Art & Design Computer Science Dance ( <i>BTEC</i> ) Design and Technology Drama Food & Nutrition French Geography German Health & Social Care ( <i>BTEC</i> ) History ICT - iMedia Music Physical Education RE Textiles	<b>Choose 2 from:</b>  Art & Design Computer Science Dance ( <i>BTEC</i> ) Design and Technology Drama Food & Nutrition French Geography German Health & Social Care ( <i>BTEC</i> ) History ICT - iMedia Music Physical Education RE Textiles

You can only choose **one** from Food & Nutrition; Design & Technology or Textiles.

You can only choose **one** from ICT - iMedia or Computer Science.



# Crimson Pathway

Core Curriculum (6 GCSEs)	Option Subjects (Choose 4, with at least one from *)
<ul style="list-style-type: none"> <li>English Language</li> <li>English Literature</li> <li>Mathematics</li> <li>Science (Combined)</li> </ul>	Art & Design Computer Science* Dance ( <i>BTEC</i> ) Design and Technology Drama Food & Nutrition French* Geography* German* Health & Social Care ( <i>BTEC</i> ) History* ICT - iMedia Music Physical Education RE Textiles Triple Science (Invitation Only)
<u>Non GCSE Courses</u>  Certificate in Financial Education Level 2 (CeFE)  Physical Education (Non-examined core subject)	

You can only choose **one** from Food & Nutrition; Design & Technology or Textiles.

You can only choose **one** from ICT - iMedia or Computer Science.



# Primrose Pathway

Core Curriculum (5 GCSEs)	Option Subjects (Choose 3)
<ul style="list-style-type: none"> <li>English Language</li> <li>English Literature</li> <li>Mathematics</li> <li>Combined Science</li> </ul> <p><u>Non GCSE Courses</u></p> <p>Students will complete the European Computer Driving Licence (ECDL)</p> <p>Certificate in Financial Education Level 2 (CeFE)</p> <p>Physical Education (Non-examined core subject)</p> <p>Learning Support</p>	<p>Art &amp; Design</p> <p>Dance (<i>BTEC</i>)</p> <p>Design and Technology</p> <p>Drama</p> <p>Food &amp; Nutrition</p> <p>French</p> <p>Geography</p> <p>German</p> <p>Health &amp; Social Care (<i>BTEC</i>)</p> <p>History</p> <p>ICT - iMedia</p> <p>Music</p> <p>Physical Education</p> <p>RE</p> <p>Textiles</p>

You can only choose **one** from Food & Nutrition; Design & Technology or Textiles.

You can only choose **one** from ICT - iMedia or Computer Science.

## What Next?

After reading through this booklet, speaking with subject teachers, and attending the separate Options and Year 9 Parents' Evenings, you will need to choose your options online. Further guidance about this process will be given out during the Options Evening and it is important that you follow the direction provided. If you are unable to attend, then a further assembly will help you through the procedure.

If you are unable to make your options online, then you must complete the form that is attached towards the end of this booklet and give it back to Mr Greenslade.

**All option choices will need to be made by Friday 16<sup>th</sup> March 2018.**

Whilst we endeavour to ensure that every child receives their preferred choices, it may be that particular subjects will not run if student numbers are too low, or if timetabling a particular combination of subjects proves to be too difficult.





# Core Subjects



# Course Title: GCSE English Language

Awarding Body: AQA

Further information available from: Mrs Gibbs ([mgibbs@ramseyacademy.com](mailto:mgibbs@ramseyacademy.com))

## Why study English Language?

The GCSE English Language course is compulsory. Every student in the Upper School must follow the course. English Language is essential in order to understand and communicate in the wider world and enables students to access all other subjects studied in school and beyond. Writing and reading are the cornerstones of human interaction, and are vital to success in society and the workplace.

## Course Outline

There is only one tier of entry for English Language which covers the Grades 1 – 9 range.

The specification offers a skills-based approach to the study of English Language in an untiered context. The course enables students to read and analyse different types of text from modern contexts but also from pre twentieth century sources. Writing skills and technical accuracy are developed to cover both fiction and non-fiction genres. Questions are designed to take students on an assessment journey through lower tariff tasks to more extended responses

There are two written papers for the English Language GCSE and a non-examined assessment in Spoken Language.

## Assessment Format

Paper 1: Explorations in Creative Reading and Writing

### What's assessed

#### Section A: Reading

one literature fiction text

#### Section B: Writing

descriptive or narrative writing

### Assessed

written exam: 1 hour 45 minutes

80 marks

50% of GCSE



## Paper 1: Explorations in Creative Reading and Writing

### Questions

**Reading (40 marks) (25%)**– one single text

1 short form question (1 x 4 marks)

2 longer form questions (2 x 8 marks)

1 extended question (1 x 20 marks)

**Writing (40 marks) (25%)**

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

## Paper 2: Writers' Viewpoints and Perspectives

### What's assessed

#### Section A: Reading

one non-fiction text and one literary non-fiction text

#### Section B: Writing

writing to present a viewpoint

### Assessed

written exam: 1 hour 45 minutes

80 marks

50% of GCSE

### Questions

**Reading (40 marks) (25%)** – two linked texts

1 short form question (1 x 4 marks)

2 longer form questions (1 x 8, 1 x 12 marks)

**Writing (40 marks) (25%)**

1 extended writing question (24 marks for content, 16 marks for technical accuracy).



More information and the full syllabus can be found at:

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

### What skills will I need to be successful in this subject?

Reading skills include reading for inference as well as close reading and skimming and scanning for specific information or thematic view. Analysis and evaluation are key skills in understanding and comparing the information provided in different kinds of text. Students will need to demonstrate imagination, control and strategic planning in their approaches to writing for different purposes and audiences.

### Possible Careers and Future Education

English is a vital life skill and is useful in all careers and courses. A GCSE English Language grade of 4 or above is highly valued by employers. Most post 16 courses require this for both vocational and non-vocational courses.

Careers in Journalism; Business; Teaching; IT; Accounting; Finance; Law; HR; Publishing and Politics are just some of the areas that can be accessed with an A level or degree in English.

"The limits of my language are the limits of my world" - Ludwig Wittgenstein



# Course Title: GCSE English Literature

Awarding Body: AQA

Further information available from: Mrs Gibbs ([mgibbs@ramseyacademy.com](mailto:mgibbs@ramseyacademy.com))

## Why study English Literature?

The GCSE English Literature course is compulsory. Every student in the Upper School must follow the course. The study of English Literature inspires, challenges and motivates every student, regardless of ability level. It is every student's entitlement to study the rich literary heritage that exists today in plays, novels and poetry. In addition, students benefit from an integrated approach with the English Language course.

## Course Outline

There is only one tier of entry for English Literature which covers the Grades 1 – 9 range.

The specification offers a skills and content based approach to the study of English Literature in an untiered context. The course enables students to read and analyse different literary texts including a play by Shakespeare, a modern text, a novel written before 1900 and a range of poetry. Students not only develop a love of literature, but learn to analyse, discuss and evaluate the impact of these texts, including context in social, cultural, historical and literary terms.

There are two written papers for the English Literature GCSE, one worth 40% and one worth 60%

## Assessment Format

Paper 1: Shakespeare and the 19th-century novel

### What's assessed

[Shakespeare plays](#)

[The 19th-century novel](#)

### How it's assessed

written exam: 1 hour 45 minutes

64 marks

40% of GCSE



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

### Questions

**Section A Shakespeare:** students will answer one question on the play that they have studied. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th-century novel:** students will answer one question on the novel that they have studied. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

## Paper 2: Modern texts and poetry

### What's assessed

[Modern prose or drama texts](#)

[The poetry anthology](#)

[Unseen poetry](#)

### How it's assessed

written exam: 2 hour 15 minutes

96 marks

60% of GCSE

### Questions

**Section A Modern texts:** students will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

**Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



More information and the full syllabus can be found at:

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance>

### What skills will I need to be successful in this subject?

A love of reading and an inquiring mind are both important to be successful in English Literature study. Resilience and persistence when dealing with more challenging language in some texts will enable students to excel in their work.

### Possible Careers and Future Education

English Literature is an enriching and enabling life skill and is useful in all careers and courses. A GCSE English Literature grade of 4 or above is highly valued by employers.

Careers in Journalism; the Library Service; Business; Teaching; IT; Writing; Accounting; Finance; Law; HR; Publishing; Politics and the Civil Service are just some of the areas that can be accessed with an A level or degree in English Literature.

‘Literature is one of the most interesting and significant expressions of humanity.’ P.T. Barnum



# Course Title: GCSE Mathematics

Awarding Body: Edexcel

Further information available from: Mr Everett (meverett@ramseyacademy.com)

## Why study Mathematics?

The GCSE Mathematics course is compulsory. Every student in the Upper School must follow the course. Mathematics is one of the best subjects to develop your analytical, research and problem-solving skills. Not only will studying Mathematics help give you the knowledge to tackle scientific, mechanical, coding and abstract problems, it will also help you develop logic to tackle everyday issues like planning projects, managing budgets, and even debating effectively.

## Course Outline

Mathematics at GCSE builds on the knowledge, skills and understanding developed in the Lower School. There are two tiers of entry, Foundation and Higher. The entry tier in Year 11 dictates the grades that are accessible; these are listed below:

<b>Foundation</b>	1	2	3	4	5				
<b>Higher</b>				4	5	6	7	8	9

All students follow a GCSE course; the tier of entry is not decided until after students have sat their mock examination in December of Year 11.

The course consists of six disciplines within Mathematics, each weighted with a different percentage:

	<b>Higher</b>	<b>Foundation</b>
<b>Algebra</b>	30%	20%
<b>Number</b>	15%	25%
<b>Ratio, Proportion and Rates of Change</b>	20%	25%
<b>Geometry and Measure</b>	20%	15%
<b>Statistics and Probability</b>	15%	15%

Using and applying Mathematics is a strand which intertwines with all of the four disciplines mentioned above.

More information and the full syllabus can be found at:

<http://qualifications.pearson.com/content/demo/en/qualifications/edexcel-gcses/mathematics-2015.html>

All students must possess a scientific calculator regardless of the course they are following. This is expected to be brought in for every lesson. The Casio FX83GTPlus or Casio FX85GTPlus are recommended.



## Assessment Format

### Edexcel (1-9) Mathematics 1MA1

Students all follow a linear course which is assessed by three terminal examinations at the end of Year 11; one non-calculator and two where a calculator is allowed. Each paper is one and a half hours long and worth  $33\frac{1}{3}\%$  of the overall qualification: the whole spectrum of topic areas within each tier is to be expected across all three papers.

**Higher tier** – this syllabus covers all topics which are grades 4 to 9.

**Foundation tier** – this syllabus covers all topics which are grades 1 to 5.

**Final tier** – this is not decided until after the Year 11 mock examinations.

## What skills will I need to be successful in this subject?

There is a strong emphasis on mathematical reasoning, problem solving and the fluent use of mathematical techniques. Students will need to demonstrate that they can reason and interpret mathematically, select and use the appropriate mathematical methods or skills in order to be able to solve problems in both mathematical and none mathematical contexts. All of this requires perseverance.

## Possible Careers and Future Education

Mathematics is essential for life. It is used in all careers and many further education courses. It has no limitations and employers seek to employ people who have the GCSE Mathematics grade 4 or above.

People with a Mathematical degree and other qualifications can go into: Accounting; Medicine; Engineering; Forensic Pathology; Finance; Business; Consultancy; Teaching; IT; Games Development; Scientific Research; Programming; Civil Service; Design; Construction and Astrophysics, to name a few...

It's not surprising that Mathematics was the most popular A Level choice of 2017!

A spokesperson for the Institute of Mathematics and its Applications says:

"A Level Mathematics is tremendously important. It provides a firm foundation for all scientific, technical, engineering and mathematical careers and a flying start for many other types of career, such as those in Finance; Medicine; Agriculture ... etc. The list is endless! "



# Course Title: GCSE Combined Science

Awarding Body: Edexcel

Further information available from: Miss Kendal ([mkendal@ramseyacademy.com](mailto:mkendal@ramseyacademy.com))

## Why study Combined Science?

The Combined Science course is compulsory. Science helps pupils understand the world around them and also the role that science has in society. It helps develop planning, team work, problem solving and practical skills as well as generating curiosity about their surroundings. This enables pupils to develop the confidence to question the workings of the biological, chemical, physical and technological world and become better informed citizens. There are a number of links between Science and other subjects, this includes the use of numeracy and literacy skills.

## Course Outline

There are two tiers of entry: Foundation and Higher. The grade awarded is dependent on the tier of exam completed, these are listed below.

<b>Foundation</b>	1	2	3	4	5				
<b>Higher</b>				4	5	6	7	8	9

Year 10	Year 11
<b>Biology 1</b> Key biological concepts Cells and control Genetics Natural selection and genetic modification Ecosystems and materials cycles	<b>Biology 2</b> Key biological concepts Plant structures and their functions Animal coordination, control and homeostasis Exchange and transport in animals Health, disease and development of medicines
<b>Chemistry 1</b> Key concepts in Chemistry States of matter Methods in separating and purifying substances Acids Obtaining and using metals Electrolytic processes Reversible reactions and equilibria	<b>Chemistry 2</b> Key concepts in Chemistry Group 1, 7 and 0 Rates of reaction Fuels Heat energy changes in chemical reactions Earth and atmospheric science
<b>Physics 1</b> Motion and forces Waves Light and electromagnetic spectrum Particle model 1 Radioactivity	<b>Physics 2</b> Motion and forces Energy-forces doing work Forces and their effects Electricity and circuits Static electricity Magnetism and the motor effect Conservation and energy Particle model 2 Forces and matter



## Timetable

GCSE Science is taught by specialist teachers for 10 hours over a two week period.

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html>

## Assessment Format

### Edexcel (1-9) Combined Science 1SC0

#### Skills addressed in exam paper

Objective		Weighting
AO1	Demonstrate knowledge and understanding of: <ul style="list-style-type: none"><li>Scientific ideas</li><li>Scientific techniques and procedures</li></ul>	40%
AO2	Apply knowledge and understanding of: <ul style="list-style-type: none"><li>Scientific ideas</li><li>Scientific enquiry, techniques and procedures</li></ul>	40%
AO3	Analyse information and ideas to: <ul style="list-style-type: none"><li>Interpret and evaluate</li><li>Make judgments and draw conclusions</li><li>Develop and improve experimental procedures</li></ul>	20%

AO1 questions are based on knowledge and understanding of both theory from the specification and from the core practical tasks.

AO2 questions are based on application of knowledge and understanding in new theoretical and practical contexts.

AO3 questions are likely to be (but not exclusively) more challenging questions. They require the pupils to analyse information and use that to interpret, and evaluate or draw conclusions using their knowledge of the underlying science.

27% of marks will overlap between the Foundation and Higher tiers. These will be towards the end of the Foundation paper and the beginning of the Higher paper.

#### Subject content of exam papers

Students will be examined externally through 6 terminal examinations in May/June of year 11 with the first certification being in 2018. Each exam is 1 hour and 10 minutes.

The terminal examinations will contain content linked to the core practical tasks which students will be taught in class. Students will keep a separate record of this work and will be expected to apply their knowledge of these in an exam situation.

All examinations will also include questions of a mathematical nature.

## What skills will I need to be successful in this subject?

The content covered in the course is vast but it is broken down into smaller topics and provided you are methodical in your approach, you will be successful. You will need to have an inquisitive mind and, if relevant, use your previous experiences to help you process the new information given during the course. Organisation will help you keep notes clear and concise so that revision is easier. Being willing to make mistakes and learn from them is important.



## Possible Careers and Future Education

Science education develops a wide range of skills and opportunities that will prepare students for almost every career path.

Apart from the obvious science based careers, you may be surprised to hear that the skills you gain from studying science will open up opportunities in areas that are not obviously science related. For example: Finance; Teaching; Marketing; Patent Law; Photography; Art Restoration; Media and Film Production; Food Technology.



# Course Title: Certificate in Financial Education

Awarding Body: London Institute of Banking and Finance

Further information available from: Mr Greenslade (cgreenslade@ramseyacademy.com)

## Why study Financial Education?

As a Technical Award, the Level 2 Certificate in Financial Education (CeFE) is primarily designed for students aged 14–16 and provides an introduction to, and preparation for further study through developing an understanding of the economy, financial management skills, employability and enterprise.

CeFE introduces the student to the impact of Finance on the economy and encourages them to consider how this can affect business and the individual. Through this it develops knowledge, and a valuable range of applied and transferable skills, a foundation for further study in business and providing finance-related disciplines, as well as a wide range of other fields that are encapsulated in programmes of study related to social enterprise and vocational professional development (eg self-employed Hairdressers, Taxi Drivers, Garden Landscapers).

The content covered, and skills developed, within the qualification ensure that it is a valuable part of a broad programme of study in Upper School. Beyond this, it can also complement A Level programmes or vocational programmes at Level 2 or 3, as an additional course of study that broadens and deepens understanding of the financial context of other content areas.

## Course Outline

### Unit 1 – Finance, the Individual and Society

- Understand the role of the citizen in the UK and the relationship between society and the individual.
- Understand the difference between money and income.
- Understand tax.
- Understand the contribution of individuals and organisations to the economy of a country.
- Understand the external factors that can impact on personal financial plans.
- Understand the concept of foreign exchange.
- Understand the concept of the personal life cycle.

### Unit 2 – Practices of Managing Money

- Understand the concept of financial planning.
- Understand the key features of, and behaviours associated with, a balanced personal budget.
- Understand the link between personal financial budgets and spending choices.
- Understand the tools used in managing money.
- Understand documentation for pay and pay calculations.
- Understand the true cost of spending.
- Understand borrowing products.



## Unit 3 – Financial Capability, Work and Enterprise

- Understand skills for success.
- Recognise the characteristics of a successful entrepreneur.
- Understand how a business manages its money.
- Understand the impact of an individual on a business.
- Understand the impact of a business on an individual.
- Understand how business decisions have an impact on society.
- Understand the impact of an individual's employment and consumer choices on society.

More information and the full syllabus can be found at:

<https://www.libf.ac.uk/study/financial-capability/qualifications/cefe---the-certificate-in-financial-education>

## Assessment Format

### **LIBF Level 2 Certificate in Financial Education (CeFE)**

Unit 1 and Unit 2 can be assessed either by a paper-based examination or via the LIBF e-test electronic testing system.

Units 1 and 2 are assessed by a single 45 minute test that comprises 35 questions of:

Unit 1: 20 stand-alone multiple-choice questions and five sets of stimulus material each with three associated questions.

Unit 2: 15 stand-alone multiple-choice questions and five sets of stimulus material each with four associated questions.

Unit 3: Assessed by a pre-release case study requiring written responses. This component of the examination is to be completed in 1 hour

The qualification will be graded A\* - C. Students must pass each unit to achieve the Certificate.

## Possible Careers and Future Education

Upon completion of CeFE students will be in a good position to study the [LIBF Level 3 Certificate in Financial Studies \(CeFS\)](#) or the [LIBF Level 3 Diploma in Financial Studies \(DipFS\)](#).

CeFS has been designed to encourage students to be inspired to meet their lifestyle aspirations and teaches students to become responsible borrowers, sensible savers, and have an appreciation of the need for financial planning throughout their lives.

DipFS has been designed to inspire students to meet their lifestyle aspirations through applying appropriate solutions from the wide range available within the evolving financial services marketplace.



# Course Title: ECDL - European Computer Driving Licence

Awarding Body: BCS, The Chartered Institute for IT

Further information available from: Mr Sharp (msharp@ramseyacademy.com)

## Why study ECDL?

This qualification is designed for young people who are looking to gain knowledge and skills of IT software applications to progress their learning in IT, or any subject where basic IT skills are required.

This qualification covers core IT applications commonly used in many organisations around the world.

Completing this qualification will improve learners' understanding of key IT applications and teach them how to use the software efficiently. They will learn how to choose the right software application and use different techniques to get a job done. It enables learners to use a computer confidently and effectively, and encourages problem-solving, creativity and communication.

The qualification provides learners with skills to improve productivity through IT and enables them to review and adapt their ongoing use of IT tools and systems to make sure that activities are successful.

## Course Outline

The BCS Level 2 ECDL Certificate in IT Application Skills qualification consists of four mandatory units at Level 2:

### • Word Processing Software

The Word Processing Software unit sets out essential concepts and skills relating to the ability to use a Word Processing Application to create everyday documents. It aims to provide learners with the ability to use a software application designed for the creation, editing and production of largely text-based documents.

### • Spreadsheet Software

The Spreadsheet Software unit sets out essential concepts and skills relating to understanding the concept of spreadsheets and demonstrating an ability to use a spreadsheet to produce accurate work outputs. It aims to provide learners with the ability to use a software application designed to record data in rows and columns, perform calculations with numerical data and present information using charts and graphs.

### • Presentation Software

This unit sets out essential concepts and skills relating to demonstrating competence in using presentation software. It aims to provide learners with the ability to use software applications to produce effective presentations which include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing.

### • Improving Productivity using IT

This unit is about the skills and knowledge needed by the IT user to plan and review their use of predefined or commonly used IT tools for activities that are at times non-routine or unfamiliar. As a result of reviewing their work, they will be able to identify and use automated methods or alternative ways of working to improve productivity.

The learner must pass all four mandatory units to be awarded the qualification.



More information and the full syllabus can be found at:

<http://www.bcs.org/upload/pdf/it-application-skills-specification.pdf>

## Assessment Format

### BCS Level 2 ECDL Certificate in IT Application Skills. Code 600/6943/0

#### Unit R/502/4628: Word Processing

Online assessment – 25%

#### Unit F/502/4625: Spreadsheet Software

Online assessment – 25%

#### Unit M/502/4622: Presentation Software

Online assessment – 25%

#### Unit J/502/4156: Improving Productivity using IT

Online assessment – 25%

- To achieve a **Pass**, a learner must obtain an overall mark of **70%** or above.
- To achieve a **Merit**, a learner must obtain an aggregated mark of **75%** or above.
- To achieve a **Distinction**, a learner must obtain an aggregated mark of **80%** or above.
- To achieve a **Distinction\***, a learner must obtain an aggregated mark of **85%** or above.

## What skills will I need to be successful in this subject?

There are no pre-requisites that a learner must achieve prior to taking this course, however, it is expected that most students will have completed a Computer Science course during lower school.

## Possible Careers and Future Education

As IT has become an integral part of learning, the ability to create professional documents, manipulate data and deliver high quality presentations, are vital skills that can be used in further learning and work placements.

IT skills are used in a variety of job roles in all kinds of organisations including those in Manufacturing; Retail; Education; Hospitality; Health and Social Care; Business Services; Transport and Public Services.





# Option Subjects



# Course Title: GCSE Art and Design

Awarding Body: Edexcel

Further information available from: Mrs Tyler (ltyler@ramseyacademy.com)

## Why study GCSE Art and Design?

GCSE Art and Design is the right subject for you if you enjoy:

- developing your visual skills and engaging with the creative process of art, craft and design;
- developing and refining ideas;
- visits to galleries, museums, workshops and studios;
- experimenting and taking risks with your work and learning from your experiences.

## Course Outline

What does the course involve?

You will develop your visual skills and build a portfolio of work by completing a wide range of activities and in-depth assignments. Throughout the course, you will:

- develop and explore ideas;
- select and experiment with appropriate media, materials, techniques and processes;
- record your ideas, observations and insights;
- present personal and meaningful responses.

GCSE Art and Design is a broad and flexible course.

## Assessment Format

### Edexcel (1-9) Art and Design (1AD0)

#### Component 1: Personal Portfolio

This component is worth 60% of your GCSE. You will produce a portfolio of work based on tasks agreed with your teacher.

#### Component 2: Externally Set Assignment (ESA)

This component is worth 40% of your GCSE. You will produce preparatory studies and personal outcome(s) based on a theme set by Edexcel.

Each component is assessed out of 72 marks against the four Assessment Objectives. Your teacher will mark your work and it may be moderated by Edexcel.



## **Edexcel (1-9) GCSE Art and Design 1AD0 - Assessment Objectives:**

**AO1:** Develop ideas through investigations, demonstrating critical understanding of sources - 25%.

**AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes - 25%.

**AO3:** Record ideas, observations and insights relevant to intentions as work progresses - 25%.

**AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language - 25%.

## **What skills will I need to be successful in this subject?**

It's really important that you have a passion for the subject and a desire to know more about historical and contemporary art, and how to use art materials and processes to develop and express your own ideas. This course will give you the skills to enjoy, engage with and produce visual arts throughout your life.

## **Possible Careers and Future Education**

Through this course you'll develop transferable skills, such as problem solving, communication and critical thinking skills, which will prepare you for further study or the world of work regardless of the subjects or career you wish to pursue.

If you wish to study Art and Design beyond GCSE, you could do a Level 3 course, such as AS or A level Art and Design or BTEC Nationals in Art and Design.

## **Next steps**

If you're interested in studying GCSE Art and Design, start finding out more about the subject by:

- visiting the Edexcel website ([www.edexcel.com/gcseart2016](http://www.edexcel.com/gcseart2016)) – there's a lot of useful information about what you'll be studying and how you'll be assessed
- finding out what is happening in the world of art by visiting galleries, museums, exhibitions and art shows, or by visiting gallery websites and the art pages on newspaper websites.



# Course Title: GCSE Computer Science

Awarding Body: Eduqas

Further information available from: Mr Sharp (msharp@ramseyacademy.com)

## Why study Computer Science?

Computer Science encourages learners to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation;
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so;
- think creatively, innovatively, analytically, logically and critically;
- understand the components that make up digital systems, and how they communicate with one another and with other systems;
- understand the impacts of digital technology to the individual and to wider society;
- apply mathematical skills relevant to computer science.

Computer Science integrates well with subjects across the curriculum. It demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a fundamental level; it encourages an awareness of the management and organisation of computer systems; it extends learners' horizons beyond the school or college environment in the appreciation of the effects of computer science on society and individuals.

## Course Outline

The subject content for GCSE Computer Science will be assessed across three components. Whilst there is a degree of overlap between the content in Component 1 and Component 2, the context in which this content is assessed differs. In Component 1 content is assessed in a theoretical way, whereas in Component 2 it is assessed through its use within programs and algorithms.

### Component 1: Understanding Computer Science

This component investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.

### Component 2: Computational Thinking and Programming

This component investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.

### Component 3: Software Development

This component requires learners to produce a programmed solution to a problem. They must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development of the solution. Throughout the production of the solution learners are required to produce a refinement log that evidences the development of the solution.

More information and the full syllabus can be found at:

<http://www.eduqas.co.uk/qualifications/computer-science/gcse/>



## Assessment Format

### Eduqas (1-9) Computer Science 601/8291/X

Students all follow a linear course which is assessed by three terminal components at the end of Year 11.

#### **Component 1: Understanding Computer Science**

Written examination: 1 hour 45 minutes - 50% of the qualification - 100 marks

#### **Component 2: Computational Thinking and Programming**

On-screen examination: 2 hours - 30% of the qualification - 60 marks

#### **Component 3: Software Development**

Non-exam assessment: 20 hours - 20% of qualification - 80 marks

## What skills will I need to be successful in this subject?

Although there is no specific requirement for prior learning, this specification builds on the knowledge, understanding and skills established through the Computer Science elements of the computing programme of study at during lower school and enables learners to progress into further learning and/or employment. Students will be required to have strong mathematical skills and those with an aptitude for logical thinking will make the most progress.

## Possible Careers and Future Education

Computer Science provides a suitable foundation for the study of Computer Science at AS and A level. Students who decide to continue their Computer Science studies in Further Education can look forward to well remunerated, exciting careers such as:

- Programmer, Software Engineer.
- Systems Analyst, Consultant.
- Computer Sales Support.
- Database Analyst/Designer.
- Computer Helpdesk/User Support.
- Network Administrator.
- Analyst/Programmer.
- Systems Designer.



# Course Title: GCSE Dance

Awarding Body: AQA

Further information available from: Miss Patching (spatching@ramseyacademy.com)

## Why study Dance?

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. GCSE Dance is for anyone with an interest in dance and performance. You don't need lots of previous experience – just passion and enthusiasm! This specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria. The study of professional works will develop their ability to critically appraise professional dance and provide a springboard for engaging in practical tasks.

## Course Outline

### Component 1: Performance and Choreography

*Performance (30% of GCSE)*

Set phrases through a solo performance (approximately **one minute** in duration). Duet/trio performance (**three** minutes in a dance which is a maximum of **five** minutes in duration)

*Choreography (30% of GCSE)*

Solo or group choreography – a solo (**two to two and a half** minutes) or a group dance for two to five dancers (**three to three and a half** minutes)

### Component 2: Dance Appreciation Written Exam (40% of GCSE)

Questions are based on: Knowledge and understanding of choreographic processes and performing skills; critical appreciation of own work; critical appreciation of professional works.

<http://www.aqa.org.uk/subjects/dance/gcse/dance-8236>

## Assessment Format

### AQA (1-9) GCSE Dance (8236)

Students all follow a linear course which is assessed by one practical examination during the Spring term in Year 11 and one theoretical exam at the end of Year 11. The practical elements of the course amount to 60% of the overall grade and the theoretical aspects contribute to the remaining 40%.



## What skills will I need to be successful in this subject?

In order to be successful, students need to demonstrate physical, technical and expressive skills in dance. Students must also be committed and show confidence when performing. Through written communication and use of appropriate terminology, students must be able to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional dance works.

## Possible Careers and Future Education

This course provides a solid foundation for a career in dance or performing arts and further studies in dance. GCSE Dance gives students the skills and experiences to better prepare them for the demands of AS/A Level Dance. The course will develop skills that are recognised by universities and employers, including problem solving, creativity and teamwork.



# Course Title: GCSE Drama

Awarding Body: Edexcel

Further information available from: Mrs Barnes (abarnes@ramseyacademy.com)

## Why study Drama?

GCSE Drama is about understanding the literature and skills of theatre as an art form. It explores what it is like to put yourself in somebody else's shoes and human situations. The course encourages students to work imaginatively and creatively in a collaborative context when responding to, developing and communicating ideas. Students will have the opportunity to create their own work as well as explore work written by others. Drama enables students to build confidence and communication skills in a creative environment.

## Course Outline

The GCSE Drama course has three components:

- **Component 1: Devising**
- **Component 2: Performance from Text**
- **Component 3: Theatre Makers in Practice**

<b>Component 1: Devising Practical Performance</b> and Written OR Video/Audio Recorded Coursework 40%	Students devise a piece of theatre which they then perform. They will record the process in a portfolio.	Internally assessed Externally moderated
<b>Component 2: Performance from Text</b>  Practical Performance Exam 20%	Performance of two extracts from a text – this can be in the form of 2 monologues, 2 duologues, 2 group extracts or a combination of these options.	Externally assessed by a visiting examiner
<b>Component 3: Theatre Makers in Practice</b>  Written Exam 40%	Choice of one set text from eight. This will be explored practically and then written about. Evaluation of a piece of live theatre they have seen.	Exam: 1 hour 30 min. Sec A: Questions on a set play text Sec B: Live Theatre Evaluation

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html>

## Assessment Format

### Edexcel (1-9) Drama 1DR0

GCSE Drama consists of two coursework components and one externally examined paper as outlined above.



## What skills will I need to be successful in this subject?

The majority of lessons will be **practically based**, learning about different styles of theatre, exploring play texts and creating performances. However, students are required to complete **written notes about the plays** they are studying **and create a portfolio of ideas** for any devised work. **This is an essential part of the course** and provides the basis for formal written assessments and the exam.

You will need to be open-minded, self-critical, willing to work with others to build your creativity and confidence and be prepared to let your emotions show through physical and powerful expression.

## Possible Careers and Future Education

The world of Performing Arts is big business these days. When you consider how much time people spend watching films and television, listening to music, visiting the theatre or live shows and entertainment of different kinds, following vloggers and bloggers, making use of entertainments reps on holidays and being enticed by lively advertising, it is easy to see how important an understanding of the arts has become.

Of course, there are careers as a performing artist in acting, dance, singing, musical theatre, television presenting and in all forms of “on-stage or screen” work but drama skills provide the basis of requirements for a huge range of employment. Behind the scenes there are careers needed as technical and backstage team (Lighting and Sound and Stage Management), Venue Management, Holiday Reps, Researchers, Studio Managers, Writers, Camera Operators, Agency Administrators, Costume Managers, Advertising Planners, Arts Education and Teaching, Leisure and Tourism Operators, Workshop Companies, Personal Life Skills and Speech Coaches and Team Building Facilitators.

Personal skills that are developed in drama include:

- confidence;
- self-presentation;
- teamwork and collaboration;
- time management and organisational skills;
- self-awareness;
- self-discipline;
- an open mind and the ability to move beyond boundaries and experiment with different ideas;
- communication skills;
- analytical, critical and research skills;
- the ability to cope with criticism and learn from it;
- stamina.

These skills are highly prized in all worlds of work and in fact, many people with the strong personal and communication skills encouraged in drama end up in more unexpected careers such as NHS Management, Local Government and Journalism.



# Course Title: GCSE Food Preparation and Nutrition

Awarding Body: Eduqas

Further information available from: Mrs Bushell (kbushell@ramseyacademy.com)

## Why study Food Preparation and Nutrition?

The WJEC Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

## Course Outline

Food Preparation and Nutrition builds on the knowledge, skills and understanding developed in Lower School.

By studying Food Preparation and Nutrition learners will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment;
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of 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, 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.

More information and the full specification can be found at:

<http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/>

Practical work is an essential part of this GCSE. Students are expected to provide ingredients for practical sessions. By the end of the course students will have acquired the knowledge of food preparation from meat and fish to patisserie and desserts.



## Assessment Format

### Eduqas (1-9) Food Preparation and Nutrition 601/8093/6

**Practical investigations are a compulsory element. They will comprise of the following;**

#### **Task 1:** Food investigation

Students' understanding of the working characteristics, functional and chemical properties of ingredients. A written report will accompany the practical investigation.

#### **Task 2:** Food preparation assessment

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Students will build a portfolio of evidence of their practical tasks.

**Written Exam:** 1 hour 45 minutes (50% of assessment). Theoretical knowledge of food preparation and nutrition.

There is a single tier of entry. Grades will be awarded 9-1

## Possible Careers and Future Education

Food and good nutrition is essential for life. The specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject. However it can be used in a variety of careers and further education courses, particularly food-related courses at either AS or A level and Hospitality and Catering further education and apprenticeships. It will also serve as a good foundation for many sport and health related courses and careers. Just a few possible career pathways may include:

- Food Technologist
- Nutritionist
- Sport Scientist

Further information may be found through the following link <http://www.careersinfoodanddrink.co.uk/>



# Course Title: GCSE Geography

Awarding Body: AQA

Further information available from: Miss Crabtree ([kcrabtree@ramseyacademy.com](mailto:kcrabtree@ramseyacademy.com))

## Why study Geography?

The GCSE Geography course is optional. Geography is an exciting course which allows students to study both physical and human themes and investigate the links between them.

The specification is relevant and topical, focusing on current events and global priorities. The Geography GCSE focuses on the changing world and students are encouraged to understand their role in society by considering different viewpoints, values and attitudes.

Geography is one of the best subjects to develop your enquiry skills.

## Course Outline

Geography at GCSE builds on the knowledge, skills and understanding developed in the Lower School. There is no tiered entry; all students sit the same 3 exams giving them the opportunity to achieve any grade from 1-9.

A wide variety of topics are studied, including climate change, poverty, natural features and processes and sustainable resource use. There is also a fieldwork element included in the course and a strong focus on developing geographical and analytical skills.

The course consists of three sections within Geography, assessed in three papers.

Paper	Content	Weighting
<b>Living with the Physical Environment</b>	<ul style="list-style-type: none"><li>3.1.1 Section A: The challenge of natural hazards</li><li>3.1.2 Section B: Physical landscapes in the UK</li><li>3.1.3 Section C: The living world</li></ul>	35%
<b>Challenges in the Human Environment</b>	<ul style="list-style-type: none"><li>3.2.1 Section A: Urban issues and challenges</li><li>3.2.2 Section B: The changing economic world</li><li>3.2.3 Section C: The challenge of resource management</li></ul>	35%
<b>Geographical applications</b>	<ul style="list-style-type: none"><li>3.3.1 Section A: Issue evaluation</li><li>3.3.2 Section B: Fieldwork</li><li>3.4 Geographical skills</li></ul>	30%



Geographical skills including map, graph, data and diagram interpretation are assessed in all three of the above sections.

More information and the full syllabus can be found at:

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

## Assessment Format

### AQA (1-9) Geography 8035

Students all follow a linear course which is assessed by three terminal examinations at the end of Year 11. Two of the papers are worth 35% each of the overall qualification, and one is worth 30%. In order to complete Paper 3: Geographical Applications, students will be required to undertake field work, investigating both human and physical environments. Paper 3 also includes a pre-release section for which students receive the information 12 weeks prior to the exam.

## What skills will I need to be successful in this subject?

Geography is a subject which relies on a range of skills including observation, investigation, critical thinking, making connections, communication and discussion. Students will need literacy skills to critically discuss source information, and also require numeracy skills in order to create and interpret maps, graphs and data. To succeed in GCSE Geography, students will need to demonstrate the ability to formulate enquiries, interpret findings and evaluate their own work. The course requires students to be independent learners who have the inclination to extend their own learning beyond the classroom. Geography is concerned with real world and current issues so students must be aware of these.

Above all, students will need to be curious about the earth, and be able to apply ideas to new and changing settings.

## Possible Careers and Future Education

The Geography GCSE course provides students with the skills and experience to progress onto A-level and beyond, and access a wide variety of future careers.

Geography is a course which brings together aspects of many other subjects including English, Mathematics and Science and is a subject highly regarded by many employers and further education courses. A Geography GCSE grade 4 or above demonstrates a clear understanding of interdependence on a range of scales and a high degree of critical thinking.

Studying Geography opens up many career paths. Students can go on to study courses such as Human or Physical Geography, Environmental Science, Geology, Architecture and International Relations. People with a Geography degree and other qualifications can go on to become: Human Rights Workers; Teachers; Architects; Planners; Interpreters; Aid Workers; Environmental Scientists; Expedition Managers and GPS Developers to name but a few.

Geography remains a popular A-level course, ranking in the top 10 choices, and is the most gender-equal qualification at A-level.



# Course Title: BTEC Health and Social Care

Awarding Body: Edexcel

Further information available from: Miss Linsdell (rlinsdell@ramseyacademy.com)

## Why study Health and Social Care?

If you're interested in working with people, or want to care for and help others, this may be the course for you. The BTEC course gives you the background knowledge and skills needed if you are considering working with people. The BTEC Level 1/Level 2 Tech Award gives you the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

- skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing;
- attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them;
- knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

## Course Outline

You will cover three components during the two year course.

### Component 1: Human Lifespan Development

In this component you are introduced to the life stages and the areas of development: physical; intellectual; emotional and social (PIES). You must understand the key aspects of development of each life stage. You must then consider factors that can affect different aspects of development. You will also explore expected and unexpected life events, their impact and how individuals cope. This component is internally assessed through the completion of two pieces of written coursework, one taking the form of a report and the other an information pack. This is worth 30% of your final mark.

### Component 2: Health and Social Care Services and Values

You will start this component by learning about the wide range of Health and Social Care Services. You will also explore barriers that some individuals face and will learn how these barriers may be overcome. You will learn how to adopt compassionate and caring behaviours and will learn to apply these values to individuals who are using Health and Social Care Services. You will learn about the importance of reviewing your practice, which will help you to develop and improve your skills in relation to upholding care values.

This component is internally assessed through the completion of two pieces of coursework. The first of these is a written review of Health and Social Care Services in your local area and the second involves demonstrating your ability to use care values through two role plays; you will follow these up with a report about your strengths and areas for improvement. The role plays will be performed in groups and will be recorded to be sent off for moderation. This is worth 30% of your final mark.

Any work experience that you can gain in the Health and Social Care Sector will be extremely beneficial for this unit.



### Component 3: Health and Wellbeing

This component will focus on the factors that affect health and wellbeing, learning about physiological and lifestyle indicators and how to design a health and wellbeing improvement plan. You will also investigate the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing. Finally, you will explore the difficulties an individual may face when trying to make these changes.

This component is externally assessed and synoptic as it builds on the knowledge, skills and understanding acquired and developed in Components 1 and 2. The assessment is based on a case study. The assessment will take place over a maximum of three hours during a given week and is worth 40% of your final mark. You will need to answer a range of different types of questions and then create a health and wellbeing improvement plan. This assessment can be taken in February of Year 11 and then re-sat in May, if required.

More information and the full syllabus can be found at:

<http://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2016.html>

### Assessment Format

You must pass all three components to pass the course. You will be graded for each component and then you will be given an overall grade which could range from a Level 1 Pass through to a Level 2 Distinction\*.

### What skills will I need to be successful in this subject?

You will need to have achieved a good level in English and be able to complete coursework in some depth, following detailed, independent research. You will need to be hard-working, proactive and able to use your own initiative when completing coursework. Finally, you will need to be able to work effectively as part of a team with different types of people.

### Possible Careers and Future Education

This course is an ideal preparation for progression to a more detailed study of Health and Social Care post 16. This may well be through a BTEC Level 3 course. It would also be useful as a starting point for anyone interested in the study of Sociology or Psychology or for anyone thinking about a future career in the Health, Social Care or Early Years sectors.



# Course Title: GCSE History

Awarding Body: OCR

Further information available from: Mrs Perrins ([aperrins@ramseyacademy.com](mailto:aperrins@ramseyacademy.com))

Miss Scott ([iscott@ramseyacademy.com](mailto:iscott@ramseyacademy.com))

## Why study History?

GCSE History provides pupils with an extensive range of transferrable skills built up through study of a diverse range of topics. History allows you to build and develop:

- excellent communication and writing skills;
- how to construct an argument;
- research and problem skills;
- investigation and problem-solving skills;
- analytical and interpretation skills.

Learning about past events and the people who have influenced history will allow you to understand how the world got to the point it's at now, and how it will continue to develop in the future.

## Course Outline

History at GCSE builds on the knowledge, skills and understanding developed in Lower School.

Year 10:

**The People's Health 1250-today:** Study the changes in lifestyle, understanding of disease and responses.

**The Norman Conquest:** Study impact of the Norman Conquest upon England.

**Hedingham Castle:** Study History around us by visiting one of the best preserved Norman Keeps in England.

Year 11:

**The Making of America:** Study the changing lives of white Americans, black Americans and Native Americans.

**Living under Nazi rule:** Study the impact of the Nazi regime on those who lived in Nazi Germany and under Nazi occupation in Europe.

More information and the full syllabus can be found at:

<http://www.ocr.org.uk/qualifications/gcse-history-b-schools-history-project-j411-from-2016/>

## Assessment Format

OCR Schools History Project B

Students all follow a linear course which is assessed by three terminal examinations at the end of Year 11; two papers are one hour and forty five minutes long and one is one hour long. Each unit is worth 20% of the overall qualification.



The People's Health and The Norman Conquest in one exam.

History Around Us: Hedingham Castle in one exam.

The Making of America and Living under Nazi rule in one exam.

### What skills will I need to be successful in this subject?

There is a strong emphasis on written communication and the ability to form supported judgements based on a wide range of evidence. Lessons are demanding in terms of pupils' literacy skills due to the wide range of content. Pupils must be prepared to answer long essay questions which will show their opinion and analytical skills.

### Possible Careers and Future Education

Studying History can lead on to some exciting career options, including:

- Journalism.
- Law.
- Business.
- Politics.
- Archaeology.
- Marketing.
- Teaching.
- Civil Service.
- Management.
- Armed Forces.



# Course Title: ICT - Creative iMedia

Awarding Body: OCR Cambridge Nationals

Further information available from: Mr Sharp (msharp@ramseyacademy.com)

## Why study ICT – Creative iMedia?

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business, so there is huge demand for a skilled and digitally-literate workforce. This qualification will help students develop specific and transferable skills such as research, planning and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media.

## Course Outline

The mandatory units of pre-production and creating digital graphics underpin the qualification and reflect key industry skills. The pre-production skills unit is assessed through an examination and contributes 25% of the marks.

### **Unit R081: Pre-production skills**

This first unit underpins the other learning in this qualification. Students will learn about how to plan pre-production effectively, including understanding of client requirements and reviewing pre-production briefs. They will use this knowledge in the optional units when they develop their own media products. This unit also provides excellent transferable skills such as project planning, which will be useful in a wide variety of contexts.

### **Unit R082: Creating digital graphics**

Digital graphics are a key part of most digital products and this mandatory unit will help support the other optional units in the suite. Students will learn the basics of digital graphics editing for the creative and digital media sector, considering client requirements that they learnt about in R081.

### **Unit R085: Creating a multipage website**

This unit enables students to understand the basics of creating multipage websites. Students will use their creativity to combine components to create a functional, intuitive and aesthetically pleasing website against a client brief.

### **R089: Creating a digital video sequence**

Digital video is used in a range of products like games, websites or television productions. Students will explore uses of video products and then plan and produce a digital video sequence to meet a client's brief.

More information and the full syllabus can be found at:

<http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/>



## Assessment Format

### Level 1/2 Cambridge National Certificate in Creative iMedia (120 GLH) code J817

#### Unit R081: Pre-production skills

Written paper, 1 hour 15 minutes – 60 Marks

#### R082: Creating digital graphics

Centre assessed task, OCR moderated – 60 Marks

#### R085: Creating a multipage website

Centre assessed task, OCR moderated – 60 Marks

#### R089: Creating a digital video sequence

Centre assessed task, OCR moderated – 60 Marks

## What skills will I need to be successful in this subject?

Learners who are taking this course should normally have followed the Lower School Programme of Study in Computer Science. Successful candidates will develop skills in:

- the purpose and uses for pre-production documents;
- interpreting client requirements;
- identifying timescales for production;
- how to conduct and analyse research;
- identifying the target audience;
- how legislation applies to ICT;
- reviewing products;
- understanding the purpose and properties of digital graphics, multipage websites and digital video sequences.

## Possible Careers and Future Education

Cambridge Nationals in Creative iMedia are media-sector focused, including film, television, web development, gaming and animation, and have IT at their heart. As a worker of the future, the ability to analyse and design systems that are used in the workplace, the ability to see relationships and the broader perspective, to develop your project management skills and understand the need for team management will all be important and marketable skills.

This qualification is useful to students intending to follow Level 3 courses in media and IT. Examples include Cambridge Technical IT or Media courses, Media Studies and the Apprenticeship Framework.



# Course Title: GCSE French/German

Awarding Body: AQA

Further information available from: Mrs Starke (cstarke@ramseyacademy.com)

## Why study Foreign Languages?

- It can prove useful to promote language learning for its transferable skills, such as the way in which the skills learnt in language lessons transfer to other curriculum subjects and can improve overall academic performance.
- Contribution of cognitive development, particularly as good memory skills are so essential for other subjects and as a life skill.
- Knowledge of a foreign language is not just another GCSE grade – it is a concrete and demonstrable life skill, like being able to drive a car or touch-type, and it is a skill highly valued by employers.
- Learning how to interact with speakers of other languages means you are less likely to be stuck in one mode of thinking. It can help you see things from a range of perspectives, develop your problem-solving skills, and make you more adaptable, resourceful and creative.
- Learning a language combines the intellectual with the practical as no other subject does. You need to be able to think on your feet, but when you can find exactly the right foreign word or phrase, you get a real sense of achievement.
- There are many opportunities to travel or work with organisations abroad where knowledge of a foreign language is a clear advantage.

## Course Outline

The ability to use one or more Modern Foreign Languages is becoming increasingly important. Opportunity for travel has never been greater and language skills will play a crucial role in many careers. For the present generation of students a qualification in languages will be essential for participation in the cultural and economic life of Europe and the world.

The entry tier in Year 11 dictates the grades that are accessible; these are listed below:

<b>Foundation</b>	1	2	3	4	5				
<b>Higher</b>				4	5	6	7	8	9

All students follow a GCSE course; the tier of entry is not decided until after students have sat their mock examination in December of Year 11.

The syllabus used is AQA French and German. The course assesses the following skill areas:

- Listening (Paper 1) - 25% (external assessment)
- Speaking (paper2) - 25% (external assessment)
- Reading (Paper3) - 25% (external assessment)
- Writing (Paper4) - 25% (external assessment)

More information and the full syllabus can be found at:

<http://www.aqa.org.uk/subjects/languages/gcse/french-8658>

<http://www.aqa.org.uk/subjects/languages/gcse/german-8668>



## FURTHER INFORMATION

- It is essential for all students to own a dictionary in order to develop their linguistic competence. Study guides are available from the school.
- Further information can be obtained from any of the Modern Foreign Language teachers at the school.
- An educational foreign trip will take place in Year 10.

## Assessment Format

### AQA (1-9) French (8658)

### AQA (1-9) German (8668)

Students are assessed on all 4 skill areas.

Formal exams are at the end of the course, in Year 11.

The length of the examination depends on the tier of entry.

Translation is tested in two papers.

(Writing – text from English to Target Language

Reading – text from Target Language to English)

## What skills will I need to be successful in this subject?

This qualification gives students the opportunity to:

- develop their ability to listen and understand the spoken target language in a range of contexts and variety of styles;
- communicate in writing;
- understand and apply a range of vocabulary and structures;
- develop communication strategies which will greatly increase their ability to cope successfully with unknown words. There are two main types of strategy: those that relate to understanding (reading and listening) and those that relate to production (speaking and writing);
- develop problem solving skills;
- development of memory skills.

## Possible Careers and Future Education

Pick a foreign language, any foreign language. No matter what language it is, the beauty of having a language degree is that there is no one given career path following graduation. Language degrees can open up opportunities in areas that you may never even have thought to look at.

- Foreign Civil Service.
- Airline Service.
- Advertising.
- Editing and Publishing.
- Event Management.
- Import/Export Specialist.



# Course Title: GCSE Music

Awarding Body: OCR

Further information available from: Mr Lewis-James (glewisjames@ramseyacademy.com)

## Why study Music?

Musicians are amazing people. Not only do they know how to perform on their instrument(s) and/or with their voices, but they can also create their own music. They can work with other people, be creative, and show discipline when practising. They can listen to lots of different types of music and describe in detail what they hear. In order to understand music and how it works a musician's knowledge spans Maths, English, Physics, Biology, Technology, History, Geography, Languages, Politics, Art and Culture.

## Course Outline

The course aims to further develop the core musical skills developed in previous years:

- Performing.
- Composing.
- Listening.

The course is divided into five Areas of Study:

1. My Music (spotlight on my instrument).
2. The Concerto through Time (1650-1910).
3. Rhythms of the World.
4. Film Music.
5. Conventions of Pop Music (1950s - present day).

More information and the full syllabus can be found at:

<http://www.ocr.org.uk/qualifications/gcse-music-j536-from-2016>

## Assessment Format

### OCR GCSE Music (9-1) J536

**Integrated Portfolio** 30% - coursework.

You will develop solo performances and compositions for your instrument(s) and/or voice(s) based on Area of Study 1.

**Practical Portfolio** 30% - coursework.

You will develop group performances and compositions to briefs set by OCR on Areas of Study 1-5.

**Listening and Appraising** 40% - examination.

You will answer questions based on Areas of Study 2-5 from musical extracts that you listen to.



## What skills will I need to be successful in this subject?

Performance skills on an instrument(s) and/or voice(s); it is highly recommended that you take individual music lessons to complement and consolidate the work done in the classroom.

Composing skills; creating music for yourself and others to perform.

Music Technology skills; Using Music Technology to realise your performances and compositions. It is highly recommended that you have access to ICT music software at home.

Listening skills; being able to apply your knowledge of music to a wide range of styles and genres.

## Possible Careers and Future Education

GCSE music can lead to a range of Further and Higher Education courses including A level music and music technology. A selection of local music courses can be found here;

<http://www.braintreesixthform.com/courses/as-and-a-level-courses/a-level-music>

<http://www.braintreesixthform.com/courses/btec-level-3>

<https://www.colchester.ac.uk/courses/areas-of-study/music>

[www.colchsfc.ac.uk/departments/music](http://www.colchsfc.ac.uk/departments/music)

GCSE music can be the springboard for many music related career pathways including; Music Producer; Club DJ; Rock Star; Vocalist; Songwriter; Record Producer; Recording Engineer; A & R co-ordinator; Music Teacher; Composer; Music Therapist; Radio DJ; Music Director; Programme Director; Session Musician; Conductor; Booking Agent; Music Journalist.

More music career ideas can be found here [www.careersinmusic.com](http://www.careersinmusic.com)



# Course Title: GCSE Physical Education

Awarding Body: Edexcel

Further information available from: Mr Child (mchild@ramseyacademy.com)

## Why study Physical Education?

The GCSE Physical Education course is one of the option subjects. This is an additional course to the Core PE that all students in Upper School have to follow. GCSE PE is a theoretical subject that develops your knowledge of physical activity and how the body's systems work. You must have an interest in sport and how the body works: participation in extra-curricular clubs and/or out of school clubs would be of benefit. This subject has a strong link with Biology. In this course we investigate the benefits of leading a healthy and active lifestyle so having an interest in this would ensure a greater understanding of the theoretical content of the subject.

## Course Outline

Physical Education at GCSE builds on the practical performances of a variety of sports developed in Lower School and introduces a whole new theoretical component that links the two together.

The course consists of four components within Physical Education, each weighted differently:

	Type	Code	Value
<b>Component 1: Fitness and Body Systems</b>	Written Exam	1PE0/01	36%
<b>Component 2: Health and Performance</b>	Written Exam	1PE0/02	24%
<b>Component 3: Practical Performance</b>	Practical Moderation	1PE0/03	30%
<b>Component 4: Personal Exercise Programme</b>	Coursework	1PE0/04	10%

More information and the full syllabus can be found at:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>

## Assessment Format

### Edexcel (1-9) Physical Education 1PE0

Students all follow a linear course which is assessed by two terminal examinations at the end of Year 11; component 1: Fitness and Body Systems and component 2: Health and Performance. Component 1 is one hour and three quarters long and Component 2 is one hour and a quarter long. The papers combine for 60% of the final mark, 36% and 24% respectively.

A Practical Moderation will occur in Year 11 to demonstrate the student's practical ability and will make up 30% of their final mark.

The last 10% of the course is done in the form of written coursework to demonstrate the students' understanding of physical training.

**There is only one tier in GCSE Physical Education.**



## What skills will I need to be successful in this subject?

There is need to not only participate in sports inside and outside of school, but also to have a keen interest in all things sporting, such as how the body works and the reasons why people participate in physical activity. If you only want to do the practical side of Physical Education, GCSE PE is NOT for you as this is a theoretical classroom based subject. Students will need to demonstrate that they can learn key definitions and have enough sporting knowledge to be able to apply the information, such as giving sporting examples.

## Possible Careers and Future Education

Physical Education can have an enormous influence on a person's life. Once students have a greater understanding of Health and Wellbeing and Fitness and Body Systems, it can shape their future to lead a healthy and active lifestyle.

There are a number of possible careers to be had from studying GCSE PE such as Sports Physiotherapist; Personal Trainer; Sports Journalist; Sports Coach and PE Teacher. The subject can also help in making you a better athlete, as having a great understanding of how the body works can lead to improvements in individual performance.

Physical Education promotes more than just physical activity, it improves confidence, social skills, knowledge, self-esteem, team work and friendships. These attributes can only help a student in their future education whether that be in PE or any other subject they choose to continue studying.



# Course Title: GCSE Design and Technology

Awarding Body: AQA

Further information available from: Miss Pia Jarvinen (pjarvinen@ramseyacademy.com)

## Why study Design and Technology?

GCSE Design and Technology at Ramsey 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. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Our GCSE allows students to study core Technical, Designing and Making principles including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

## Course Outline

This is a design-based course within which:

- The specification combines theoretical content with practical application.
- The use of mathematical skills is a key requirement and is tested in the examination (15% of the written paper).
- An understanding of underlying scientific principles is expected.
- An iterative approach to designing is encouraged.
- The acquisition of practical skills is still expected.

**Component 1 Written Paper 50%:** (Untiered) In Year 11 students sit a 2 hour written paper. The paper consists of both multiple choice and extended response questions.

**Component 2 Non Exam Assessment 50%:** (Untiered) Throughout Year 10 and Year 11 students complete a single design and make task.

More information and the full syllabus can be found at:

<http://aqa.org.uk/designandtechnology>

## Assessment Format

### AQA (1-9) Design and Technology 8552

The exam and non-exam assessment will measure how students have achieved the following assessment objectives:

- AO1: Identify, investigate and outline design possibilities to address needs and wants.
- AO2: Design and make prototypes that are fit for purpose.
- AO3: Analyse and evaluate, design decisions and outcomes including for prototypes made by themselves and others, including the wider issues in design and technology.
- AO4: Demonstrate and apply knowledge and understanding of technical principles and designing and making principles.



## What skills will I need to be successful in this subject?

To be successful in GCSE Design and Technology at Ramsey you will need to be committed to developing your knowledge and understanding of a range of designing, making, and technical principles. You will be expected to: carry out investigations and research with independence; complete practical and theory tasks including those which need you to demonstrate a mathematical and scientific knowledge and understanding, in relation to design and technology. It is important that you have a passion for the subject and a desire to know more about designing for the future.

## Possible Careers and Future Education

As well as progression to further education such as AS and A levels. Studying Design and Technology could lead into any of the following: Graphic Designer, Games/Software Developer, Mechanical Engineering, Market Researcher, Product Designer, Construction Manager, Architect, and Tradesperson.



# Course Title: GCSE Religious Studies

Awarding Body: AQA

Further information available from: Mrs Price (hprice@ramseyacademy.com)

## Why study Religious Studies?

Religious Studies is a popular option which develops critical thinking in the search for truths in uncertain fields. It encourages philosophical thought, decision making skills, collaboration and independent working skills and the search for compromise and conflict resolutions that work. It creates opportunities for students to develop their skills of debate, interpretation and analysis in a coherent context. Religious Studies has a multidisciplinary nature involving philosophical thinking, study of teachings, ethics, social understanding and the skills of analysis and reasoning, developing core skills of literacy. All these are vital skills in a modern workforce where communication, collaboration and cooperation are core skills. Furthermore, Religious Studies makes a key and unique contribution to understanding British heritage, values and futures. It provides an excellent opportunity for young people to engage with contemporary contentious issues, developing social, cultural, political, philosophical and historical awareness.

## Course Outline

Religious Studies at GCSE builds on the knowledge, skills and understanding developed in the lower school. There is only one tier of entry with all students completing the same examination papers.

The course consists of 2 examination papers. One focuses on the beliefs and practices of two faiths, and the other is based on themes. See below.

<b>Paper 1: Beliefs and Practices</b>	<b>Paper 2: Themes</b>
<b>Christianity: Beliefs</b>	<b>Relationships and Families</b>
<b>Christianity: Practices</b>	<b>Religion and Life</b>
<b>Islam: Beliefs</b>	<b>Religion, Peace and Conflict</b>
<b>Islam: Practices</b>	<b>Religion, Crime and Punishment</b>

The course is weighted to ensure each unit is worth the same.

More information and the full syllabus can be found at:

<http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

## Assessment Format

### AQA (1-9) Religious Studies 8062

Students will be assessed by two final examinations of 1 hour and 45 minutes each.



## What skills will I need to be successful in this subject?

There is a strong emphasis on critical thinking, explanation, and above all, essay writing. Background knowledge of faith is not crucial; personal beliefs are always considered relevant. The most important skills for a successful student of Religious Studies is having the ability to critically apply knowledge and understanding to extended answers. Students need to be open minded about contrasting religious viewpoints as well as being able to evaluate key beliefs, teachings and opinions.

## Possible Careers and Future Education

Religious Studies is a totally different subject from any other in the curriculum. It can prepare students for any job that involves working with people, and is becoming more popular with the growing need for religious tolerance and understanding in our society. Many students of Religious Studies go on to undertake careers in Teaching, Counselling, Social Work, the Armed Forces, the Prison Service, Medicine and Health, as well as The Civil Service. Indeed, there is no job or career that Religious Studies is not relevant to.

As Radhanath Swami said:

“Religion is meant to teach us true spiritual human character. It is meant for self-transformation. It is meant to transform anxiety into peace, arrogance into humility, envy into compassion, to awaken the pure soul in man”



# Course Title: Level 1 / 2 Award Fashion and Textiles

Awarding Body: AQA

Further information available from: Mrs Gerrard (jgerrard@ramseyacademy.com)

## Why study Fashion and Textiles?

This level 1/2 Award is ideally suited to learners with a preference for practical as well as theoretical learning. The award is tailored towards students who are considering a specific career in the creative sector. The qualification fulfils entry requirements for academic and vocational study at post-16, and will count as equivalent to one GCSE. This qualification is designed for students who want to study Fashion and Textiles in a hands-on, practical way that helps them develop the knowledge, skills and experience that could open the door to a career in the industry.

## Course Outline

Learners complete three mandatory units.

### Unit 1: Skills Demonstration (internally assessed).

Learners will carry out a number of bite-sized projects to demonstrate their competence in the 8 core skills. As part of this learners will draw on knowledge of the relevant techniques and how to select the most appropriate for the project they are undertaking. Learners will produce a series of small, made outcomes and record their work in a portfolio of no more than 15 pages.

### Unit 2: Extended Making Project (internally assessed).

Learners will undertake an extended project that showcases the skills they have developed in Unit 1 and the knowledge they have developed through Unit 3. Learners will develop skills, knowledge and understanding in planning and development, making, testing, and evaluation and communication.

### Unit 3: Fundamentals of Fashion and Textiles (externally assessed).

Learners will study the fundamentals of the fashion and textiles industry and the industrial and commercial processes that exist within it. They will learn about materials and their properties and also about possible careers within the industry.

More information and the full syllabus can be found at:

<http://www.aqa.org.uk/subjects/design-and-technology/level-1-2-award/fashion-and-textiles-3720>

## Assessment Format

### AQA Level 1 / 2 Award Fashion and Textiles (3720)

Assessment Objectives:

**AO1:** Demonstrate knowledge and understanding of the content - 40%

**AO2:** Demonstrate skills by applying knowledge and understanding to practical activities - 40%

**AO3:** Analyse and evaluate performance, data and information and draw conclusions - 20%

Level 2 Distinction *
Level 2 Distinction
Level 2 Merit
Level 2 Pass
Level 1 Advanced credit
Level 1 Pass



## What skills will I need to be successful in this subject?

It is important that you have a passion for the subject and a desire to know more about Fashion and Textiles production and the issues surrounding this. Other useful attributes include: decision making; reading and interpreting; awareness of the importance of costing; safety and the environment; the perseverance to produce high quality outcomes.

You will be expected to: work collaboratively and independently; visit exhibitions; and research, take risks and reflect on your practice.

## Possible Careers and Future Education

This Level 1/2 Award in Fashion and Textiles gives learners a whole host of technical, transferable skills, including communication and teamwork. Upon completion, learners can progress to Technical Certificates and other Level 3 vocational qualifications such as BTEC Extended Level 3 Diploma in Fashion and Textiles or A-level Design and Technology: Fashion and Textiles. Careers and job roles could include; Fashion Designer, Pattern Designer and Grader, Garment Technologist/Product Developer, Sample Machinist, Fashion Buyer, Visual Merchandiser, Fashion Stylist and Fashion Blogger.



# Course Title: GCSE Triple Science

Awarding Body: Edexcel

Further information available from: Miss Kendal (mkendal@ramseyacademy.com)

## Why study Triple Science?

A number of students will be invited to study Biology, Chemistry and Physics, which will lead to three individual qualifications. The invitation will be based on prior attainment, attitude and behaviour in lessons. Science helps pupils understand the world around them and also the role that science has in society. It helps develop planning, team work, problem solving and practical skills, as well as generating curiosity about their surroundings. This develops pupils' confidence to question the workings of the biological, chemical, physical and technological world and become better informed citizens. Triple Science offers the chance to look deeper into the individual sciences. There are a number of links between Science and other subjects, these includes the use of numeracy and literacy skills.

## Course Outline

There are two tiers of entry: Foundation and Higher. The grade awarded is dependent on the tier of exam completed; these are listed below.

<b>Foundation</b>	1	2	3	4	5				
<b>Higher</b>				4	5	6	7	8	9

### An overview of each unit:

<b>Biology 1</b> Key biological concepts Cells and control Genetics Natural selection and genetic modification Health, disease and development of medicines	<b>Biology 2</b> Key biological concepts Plants structures and their functions Animal coordination, control and homeostasis Exchange and transport in animals Ecosystems and material cycles
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### An overview of each unit:

<b>Chemistry 1</b> Key concepts in Chemistry States of matter Methods of separating and purifying substances Acids Obtaining and using metals Electrolytic processes Reversible reactions and equilibria Transition metals, alloys and corrosion Quantitative analysis Dynamic equilibria calculations involving volumes of gases Chemical cells and fuel cells	<b>Chemistry 2</b> Key concepts in Chemistry Group 1, 7 and 0 Rates of reaction Fuels Heat energy changes in chemical reactions Earth and atmospheric science Qualitative analysis: tests for ions Hydrocarbons Polymers Alcohols and carboxylic acids Bulk and surface properties of matter including nanoparticles
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### An overview of each unit:

<b>Physics 1</b> Motion and forces Waves Light and electromagnetic spectrum Particle model Radioactivity Uses of radioactivity Astronomy	<b>Physics 2</b> Motion and forces Energy-forces doing work Forces and their effects Electricity and circuits Static electricity Magnetism and the motor effect Conservation of energy Particle model Forces and matter Electromagnetic induction
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### Timetable

Each Science is taught by a specialist teacher for 5 hours over a two week period.

More information and the full syllabus can be found at:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html>

### Assessment Format

#### Edexcel (1-9) Triple Science 1BI0/1CH0/1PH0

Students will be examined externally through 2 terminal examinations in May and June of Year 11. Each exam is 1 hour and 45 minutes.

The terminal examinations will contain content linked to 8 core practical tasks which students will be taught in class. Students will keep a separate record of this work and will be expected to apply their knowledge of these in an exam situation.

All examinations will also include questions of a mathematical nature.

### What skills will I need to be successful in this subject?

The content covered in the course is vast, but it is broken down into smaller topics and provided you are methodical in your approach you will be successful. You will need to have an inquisitive mind and, if relevant, use your previous experiences to help you process the new information given during the course. Organisation will help you keep clear and concise notes so that revision is easier. Being willing to make mistakes and learn from them is important.

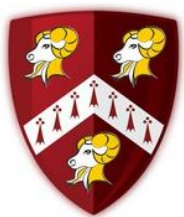
### Possible Careers and Future Education

Science education develops a wide range of skills and opportunities that will prepare students for almost every career path.

Triple science is key to those students who are planning to follow a science based career path or wish to study A-level sciences.

Careers may include; Medicine, Dentistry, Veterinary Science, Marine Biologist, Astronomy, Forensic Sciences.





## The Ramsey Academy, Halstead Navy Options Form

Name: .....

Tutor group: .....

Core Curriculum: these are subjects which all students will engage with throughout Years 10 and 11.

English	Mathematics	Science	PE	CeFE	4 "Options"
7 hours a fortnight	7 hours a fortnight	10 hours a fortnight	4 hours a fortnight	2 hours a fortnight	5 hours a fortnight for each subject

**All students to choose a Humanities subject by ticking ONE box below.**

Geography		History	
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**All students to choose a Language subject by ticking ONE box below.**

French		German	
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**Indicate 2 preferences below by numbering 2 subjects in rank order, 1 being the most preferred and 2 being the least preferred.**

**Do not duplicate subject choices.**

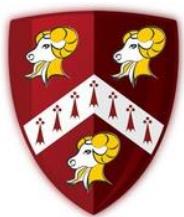
Art and Design		German	
Food Preparation and Nutrition		Health and Social Care	
Computer Science		History	
ICT - iMedia		RE	
Design and Technology		Music	
Dance		PE	
Drama		Textiles	
French		Triple Science (Invitation Only)	
Geography			

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Parent/Guardian signature.....Student signature.....

Please return completed forms to Mr Greenslade by **16th March 2018**.

Please be aware that courses will not run if only a small number express a preference for it. Some combinations of subjects will not be possible as we have to preserve feasible class sizes.





## The Ramsey Academy, Halstead

### Crimson Options Form

Name: .....

Tutor group: .....

Core Curriculum: these are subjects which all students will engage with throughout Years 10 and 11.

English	Mathematics	Science	PE	CeFE	4 "Options"
7 hours a fortnight	7 hours a fortnight	10 hours a fortnight	4 hours a fortnight	2 hours a fortnight	5 hours a fortnight for each subject

Indicate 4 preferences below by numbering 4 subjects in rank order, 1 being the most preferred and 4 being the least preferred. You must choose at least one from \*. Do not duplicate subject choices.

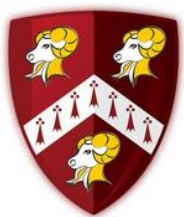
Art and Design		German*	
Food Preparation and Nutrition		Health and Social Care	
Computer Science*		History*	
ICT - iMedia		RE	
Design and Technology		Music	
Dance		PE	
Drama		Textiles	
French*		Triple Science (Invitation Only)	
Geography*			

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Parent/Guardian signature.....Student signature.....

Please return completed forms to Mr Greenslade by **16th March 2018**.

Please be aware that courses will not run if only a small number express a preference for it. Some combinations of subjects will not be possible as we have to preserve feasible class sizes.





## The Ramsey Academy, Halstead

### Primrose Options Form

Name: .....

Tutor group: .....

Core Curriculum: these are subjects which all students will engage with throughout Years 10 and 11.

English	Mathematics	Science	PE	CeFE	4 "Options"
7 hours a fortnight	7 hours a fortnight	10 hours a fortnight	4 hours a fortnight	2 hours a fortnight	5 hours a fortnight for each subject

Indicate 3 preferences below by numbering 3 subjects in rank order, 1 being the most preferred and 3 being the least preferred.

Do not duplicate subject choices.

Art and Design		Health and Social Care	
Food Preparation and Nutrition		History	
ICT - iMedia		RE	
Design and Technology		Music	
Dance		PE	
Drama		Textiles	
French			
Geography			
German			

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Parent/Guardian signature.....Student signature.....

Please return completed forms to Mr Greenslade by **16th March 2018**.

Please be aware that courses will not run if only a small number express a preference for it. Some combinations of subjects will not be possible as we have to preserve feasible class sizes.

