



Richard Lander School

KS4 Courses 2018-2020

ALL COURSES – STAFF CONTACTS

GCSE

Art/Textile Art	Ms N Dalby
Business Studies	Mrs L Ford
Child Development	Mrs R Knight
Dance	Ms L Charleston
Design Technology	Ms L Watts
Design Technology Textiles	Mrs L Downing
Drama	Ms L Charleston
Engineering	Ms L Watts
Food and Cookery	Miss J Ancell/Mrs L Toms
Geography	Ms R Robertson/Mr T Whipp
Graphic Design	Mr N Everitt
History	Ms H Rickatson
ICT/Computer Science	Mr J Webb/Mr A Griffiths
Modern Foreign Languages	Mrs J Hargrave
Music/Music Technology	Miss S Jones/Ms G Foxon
Photography	Ms N Dalby/Mr A Conrad
Physical Education/Sports Studies	Mr N Stoddard
Religious Studies	Ms V Downing
Science	Ms N Steen
Statistics	Mrs W Vincent

GCSE (Core)

English	Ms A Hughes
Mathematics	Mrs W Vincent
Science	Ms N Steen

OPTIONS EVENING ROOMS – 18/01/2018

- Room 107 SENDCO, Mrs K Towers
- Room 112 Science – Combined/Triple
- Room 113 Design Technology (Resistant Materials/Textiles), Engineering, Graphic Design
- Room 118 Business Studies
- Room 119 ICT, Computer Science
- Room 120 English
- Room 121 Maths, Statistics
- Room 122 French, Spanish
- Room 123 Geography, History, RE
- Room 124 Food and Nutrition, Child Development
- Room 125 Physical Education
- Room 126 Music, Music Performance, Music Technology
- Room 129 Drama, Dance
- Room 130 Art, Textile Art, Photography

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KEY STAGE 4

Dear Parent/Carer

Your child will commence his/her Key Stage 4 studies in September 2018. In the main, it will comprise of a compulsory core curriculum of subjects including English, Maths, Science, RE & PE. Added to this are a number of other subjects he/she will choose to study – this part of their studies allows a student to follow a curriculum which reflects his/her particular interests/aspirations/needs.

This booklet is designed to provide information on the courses that are available, and their basic content, in both the core and option parts of the Key Stage 4 curriculum.

The curriculum that we provide at Key Stage 4 is based on two important principles. Firstly all students are entitled to a broad, balanced, relevant and, as far as possible, personalised education, and secondly all the requirements of the National Curriculum and recent government legislation must be met.

Whilst in recent years the government has reduced the number of compulsory subjects that have to be studied at Key Stage 4, thereby giving schools greater flexibility in the content and delivery of the courses they offer, most recent legislation has seen a return to more traditional principles. Taking both into account, we provide a range of options for your child to choose from. For most students the pursuit of a broad range of subjects is essential. This is particularly important with regard to keeping career/further education opportunities open for the future.

The majority of students will follow courses which will lead to nine or ten GCSE examinations, or their equivalent. It is up to your child to select subjects which are of interest to them and in which they feel they can succeed. We will guide students where necessary, and if your child makes a selection that we feel is unwise, based on their previous performance, we will let them and you know, perhaps asking them to think again.

The availability of certain courses will depend on the number of students choosing them and on staff resources. The number of students some courses can accommodate is also limited. Whilst every effort will be made to place students in their first choice of subjects, it is understandably not possible to guarantee that all students will obtain their first choices.

ADVICE FOR COMPLETING THE OPTIONS FORMS

In addition to this booklet you will have received an options form. This form, when completed, needs to be returned to student reception or Mr Rabey's office by **Friday 2nd February**.

All students must select one option from the Extended Core group, numbering this as option 1. If a student wishes to study more than one of these subjects, they should select one in the Extended Core group and a second in the Open group.

When selecting subjects from the Open group please number them in order of preference, starting at 2. Although you will only study 3 subjects from this group, we ask you to nominate 5 choices that you would be able to study, in order of preference. Where we are unable to fulfil your first choices (2-4) we will use one of your reserve choices (5-6) and let you know.

THINGS TO CONSIDER WHEN MAKING YOUR OPTION CHOICES

WHAT IDEAS DO I HAVE ABOUT FURTHER EDUCATION AND CAREERS?

Your choice of courses at Key Stage 4 is the first step towards specialising in certain areas. It is very important that, when choosing your courses for the next two years, you achieve a balance in your educational "diet" which will provide a strong foundation for a good general education.

Naturally, most students cannot be certain at this stage about the exact job or career they hope to be doing in several years' time, so it is better to choose subjects which leave open the greatest number of career possibilities.

If you are not sure what career you want to follow, we recommend that students continue with a broad and balanced curriculum.

However, if you know that you want to do a very specialised job or take specialist qualifications at the age of 16, then you may wish to opt for a certain combination of courses now.

It is important to remember that, whatever job you eventually do, its demands will undoubtedly grow and may change completely so you will need to be flexible enough to meet the changes. It is also likely that you will change jobs or re-train for something quite different during your working life.

Colleges and employers are not looking for trained specialists at the age of sixteen. They want students who have received an all-round, general education and who have made the most of the opportunities

which have been provided. Remember that all qualifications show a potential to learn and an ability to use key skills.

WHAT DO I ENJOY DOING?

It is definitely true that we perform best in subjects we enjoy. You will be studying a subject for two years – a long time - so it is a very important factor that you enjoy the subjects you choose.

HOW DO I LEARN BEST? HOW DO I LIKE TO BE ASSESSED?

All subjects need students to show a number of skills. However, some subjects assess students' practical abilities more than others, some require good ICT skills, and some rely more heavily upon written communication. You need to consider the content of each of the courses that interest you and to think carefully whether the content and means of assessment match your strengths.

AVOID CHOOSING A SUBJECT BECAUSE;

- **You want to be with friends.** Bad idea as there is no guarantee that you will be in a class with them. Also, you may not need this subject in future years. Pick something important to you, not your friends.
- **You like/dislike the teacher.** There is no guarantee any particular teacher will be teaching your class and we cannot change classes around to accommodate student preferences.
- **You think it might be easy.** No courses are easy. Some courses do contain more internal assessment and less exam time, mostly non-GCSE courses. These can suit some learners more than others and are worth considering.
- **You don't know what else to do.** Seek advice, talk to your tutor, teachers, parents or students in your tutor group who have already started a course to help you decide.

You will have support and guidance so that you can choose wisely. Remember that once you have chosen a course we expect you to finish it – right to the examination.

To help further, you may wish to visit <http://www.cswgroup.co.uk> which gives you plenty of information along with careers advice and resources which may help you make more effective choices. You will find more links and further advice on our website <http://www.richardlander.co.uk/pastoral-care/post-16-and-careers.html>.

Please make use of your subject teachers, your parents and your form tutor for information and advice. They know you well and can help you look at your strengths and weaknesses and choose accordingly.

WHICH SUBJECTS DO I HAVE TO STUDY?

During Key Stage 4 (lasting 2 years and commencing September 2018), students will study a combination of compulsory core subjects and other optional courses. The core subjects are those that are followed by all students and account for a significant part of a student's timetable.

CORE SUBJECTS

All students will study a course in the following:

English

All students will follow a GCSE course in English Language. Also, all students will follow a GCSE course in English Literature.

Mathematics

All students will follow a GCSE course in Mathematics.

Science

All students will follow a Combined Science (Double award) GCSE course unless following a Triple Science GCSE option. In this case, the third science is studied as one of your option choices.

Physical Education

All students will follow a core (non-examination course) P.E. programme.

All students will also follow an Extended Core subject.

This ensures they will gain the Progress 8 measure. For many students this option choice will be the most challenging, so it is important all students give this careful thought and take advice from their teachers over the most appropriate choice.

In addition to the above, all students will study 3 further subjects of their choice. As the core and extended core subjects are likely to be the most challenging, students should be careful to select 3 further options that they would like to study and in which they feel they can succeed.

COURSE INFORMATION

ENGLISH LANGUAGE & ENGLISH LITERATURE

Students at Richard Lander will work towards the dual award GCSE qualification in their English lessons. They will study for both English Language and English Literature. This means they will achieve 2 separate GCSEs at the end of Year 11.

For GCSE English Language the focus is on the study of and use of language in both fiction and non-fiction texts from the 19th century to the present day. There are 2 units, both of which are assessed by examination.

Course summary for GCSE English Language

Unit title	Assessment and duration	Weighting
Explorations in Creative Reading and Writing (20th or 21st century fiction texts)	Examination 1 hour 45 minutes	50%
Writers' Viewpoints and Perspectives (19th and either 20th or 21st century non-	Examination 1 hour 45 minutes	50%

Remember that this course cannot be taken on its own, only with Literature. This is counted as two separate GCSE passes.

For GCSE English Literature the focus is on the analysis of prose, poetry and drama and providing critical, evaluative responses to the texts. Students will also develop their ability to relate texts to their social, cultural and historical contexts.

Course summary for GCSE English Literature

Unit title	Assessment and duration	Weighting
Shakespeare & the 19th Century Novel (Shakespeare's 'Macbeth' or 'Romeo & Juliet' and Arthur Conan Doyle's 'The Sign of Four' or 'A Christmas Carol' by Charles Dickens))	Examination 1 hour 45 minutes	40%
Modern texts and poetry (J.B. Priestley's 'An Inspector Calls' and a selection of poetry both unseen and from the AQA anthology)	Examination 2 hours 15 minutes	60%

Ms A Hughes
Head of English

MATHEMATICS

GCSE Maths is part of the core curriculum. The GCSE follows two tiers:

- Higher - where grades 4 up to 9 are possible
- Foundation - where grades 1 up to 5 may be achieved.

Students will be entered for the exam tier most appropriate to their ability. Throughout years 10 and 11, student progress is monitored closely to facilitate movement between the tiers if the need arises. Formal tests are undertaken each term and students' responses are analysed question by question to enable personalised feedback on each student's strengths and weaknesses.

What will I study?

The GCSE Maths content has been divided into the following main areas.

	Foundation	Higher
Number	25%	15%
Algebra	20%	30%
Ratio, proportion and rates of change	25%	20%
Geometry and measure	15%	20%
Statistics and probability	15%	15%

It is studied over 2 years with final exam papers in June of Year 11. Your knowledge and use of mathematics will be assessed as follows:

	Foundation	Higher
Applying standard techniques	50%	40%
Reasoning, interpreting and communicating mathematically	25%	30%
Solving problems in mathematical and non-mathematical contexts	25%	30%

How will I be assessed?

The GCSE will be entirely assessed by written examination. There will be 3 examination papers, each one and a half hours long. Calculators are allowed on two of the three papers.

How could it help with my future?

Maths GCSE is highly valuable in the workplace, opening up opportunities for many different career paths, such as architecture, banking and finance, business consultancy, engineering, game design, health and medicine, IT, psychology, science, teaching and many more.

This Maths course also encourages the development of skills valued by employers, such as being able to make decisions, to work effectively with others, to explain and prove your ideas and to interpret, reflect on and solve problems.

Mrs W Vincent
Head of Mathematics

SCIENCE

All students will either study GCSE Combined Science (Double Award) or three separate GCSEs in Biology, Chemistry and Physics.

What I can do with GCSE Science?

Scientists work everywhere. In industry, the health service, government establishments, research and educational institutions. The work they do includes applying scientific processes, research and development, as well as scientific analysis, and there are job opportunities in almost every industry. The science qualifications we offer allow students to develop a range of skills and techniques, personal qualities and attributes essential in this increasingly technological world and, as such, are highly valued by both colleges and employers alike.

GCSE Combined Science (AQA Trilogy Double Award)

Students will be following this course unless they opt to take the separate sciences. The combined science course is a double award therefore students will be awarded two grades. This course will prepare students well if they are considering going on to study science at a higher level. The combined science course covers biology, chemistry and physics content. This is a linear course; students will sit all of their exams at the end of Year 11. There will no longer be an element of controlled assessment for science; however students will complete a series of required practical activities which will be assessed in the terminal exams. Students will have two teachers for GCSE Combined Science and five periods of science per week.

GCSE Biology, GCSE Chemistry and GCSE Physics (AQA Triple Science)

Students wishing to take the separate sciences at GCSE will need to select the triple science option on their form. It is most suitable for students who are very interested in science and intend to follow a career in science, such as medicine, marine biology, chemistry, astrophysics, etc. Students will have a Biology, a Chemistry and a Physics teacher and five periods per fortnight for each GCSE. Each of these GCSEs are linear courses; students will sit all of their exams at the end of Year 11. There will be no controlled assessment element; however students will complete a series of required practical activities for each GCSE which will be assessed in the terminal exams. Students wishing to study Triple Science should talk to their science teacher for advice as to whether this course is an appropriate choice.

Ms N Steen
Head of Science

ART

This course leads to a GCSE qualification in Art.

Why should I choose GCSE Art?

Students actively engage in the process of art and design in order to develop as effective and independent learners and as critical and reflective thinkers. Students are encouraged to develop creative skills, learning to use their imagination and gaining confidence in taking risks. Students develop competence, with increasing independence, in refining and developing ideas and proposals, personal outcomes or solutions. Additionally, they develop cultural knowledge, understanding and application of art, craft, design in historical and contemporary contexts, societies and cultures.

What will I study?

In the first year students will follow a structured course which will allow them to develop a wide range of skills in using a variety of materials and techniques. These include painting, drawing, sculpture, textiles, photography and appropriate use of ICT skills to support each activity. Students will also study and respond to selected artists' work and will develop skills in analysing the work of other artists, designers and craftspeople. Students will go on to develop their own ideas and will complete each project with a final piece of work which will show the skills that they have accumulated.

How will I be assessed?

Unit One 60% (Coursework)

You will, with support, carefully select, organise and present a portfolio of exemplary work that you will have carried out over the course of study. The portfolio will provide evidence of meeting the four assessment objectives. All the work in the portfolio will then be marked as a whole. Work will be marked by the centre (Richard Lander School) and moderated by AQA.

Unit Two 40% (Externally Set Task)

You will be expected to select one starting point from an externally set exam paper; you will have a set period of preparation time followed by a 10 hour period of sustained focus study in which you are expected to develop your own, unaided work. Work will be marked by the centre (Richard Lander School) and moderated by AQA.

There is no written exam for this subject

What can I do with my qualification in art?

Related further education courses are available at Truro College, Cornwall College & Falmouth College of Art, as well as specialist art colleges around the country.

Employers in all walks of life look for students who have creative and problem solving skills. Employment opportunities are diverse and designers greatly value an art qualification. GCSE Art can equip students with skills in creativity and imagination, critical awareness and resourcefulness. It encourages creative problem solving, decision making, oral and written communication skills, self-management, motivation and organisation. GCSE Art can build confidence and advance student awareness of people, situations and the environment in which we live.

Ms N Dalby
Head of Art & Photography

TEXTILE ART

This course leads to a GCSE qualification in Art.

Why should I choose Textile Art?

Students actively engage in the process of creating designs and products for woven, stitched, printed and decorative textiles that might have a functional or non-functional purpose.

What will I study?

Students will develop and apply the knowledge, understanding and skills that allow them to realise their intentions. Students will develop their drawing skills as well as linking their work to chosen artists. They will also develop skills in a wide range of textile techniques such as printing, stitching, surface pattern and construction

How will I be assessed?

Unit One 60% (Coursework)

You will, with support, carefully select, organise and present a portfolio of exemplary work that you will have carried out over the course of study. The portfolio will provide evidence of meeting the four assessment objectives. All the work in the portfolio will then be marked as a whole. Work will be marked by the centre (Richard Lander School) and moderated by AQA.

Unit Two 40% (Externally Set Task)

You will be expected to select one starting point from an externally set exam paper; you will have a set period of preparation time followed by a 10 hour period of sustained focus study in which you are expected to develop your own, unaided work. Work will be marked by the centre (Richard Lander School) and moderated by AQA.

There is no written exam for this subject.

What can I do with my qualification in textile art?

Related further education courses are available at Truro College, Cornwall College & Falmouth College of Art, as well as specialist art colleges around the country.

Employers in all walks of life look for students who have creative and problem solving skills. Employment opportunities are diverse and designers greatly value an art qualification. GCSE Textile Art can equip students with skills in creativity and imagination, critical awareness and resourcefulness. It encourages creative problem solving, decision making, oral and written communication skills, self-management, motivation and organisation. GCSE Textile Art can build confidence and advance student awareness of people, situations and the environment in which we live.

Ms N Dalby
Head of Art & Photography

BUSINESS STUDIES

Why should I choose Business Studies?

Have you got an interest in business? Maybe one day you would like to own your own company or enjoy learning topics that can be applied to everyday life. Business Studies allows you to find out how businesses work by using real life case studies and practical learning.

As a Business Studies student you will be offered an opportunity to set up and run your own 'Young Enterprise' company. This will give you an early 'hands on' experience of what is involved in running a company and allow you to use what you learn in the classroom in a practical way. Successful YE businesses might also make you some money from your efforts!

You will also have an opportunity to visit companies and to attend business events as they arise throughout the course allowing you to meet individuals who are successful in business and learn the secrets of their success first-hand.

The skills and knowledge you learn through completing a business course can be developed at A-level and beyond. Past students have enjoyed it so much that they have chosen to continue studying business at A-level and through to degree level.

BTEC First Award in Business

This vocational Business qualification has been developed in the business sector to:

- Encourage personal development of knowledge and skills relevant to the business world through practical participation in a range of vocational business activities
- Give learners a wider understanding and appreciation of the broad range of business specialisms through the selection of specialist units
- Encourage learners to develop their people, communication, planning and team working skills
- Provide education and training for employees in the business sector
- Give opportunities for business employees to achieve a nationally recognised level 1 or level 2 vocationally specific qualification

The qualification has been designed to provide an engaging and stimulating introduction to the world of business. It provides a good introduction to business for learners in post 16 education.

The core units cover the essential knowledge and skills required in the business sector and optional units cover branding and promotion and customer service.

Assessment

75% of the course is assessed internally using set assignments with clear deadlines, and 25% of the course is assessed by an external assessment. The external assessment is an online 1 hour exam.

GCSE Business Studies (Twilight option)

****This course is offered only as a twilight class one evening/week.****

This course leads to a GCSE qualification in Business Studies.

Theme 1: Investigating small business

Written examination: 1 hour and 30 minutes, 90 marks

50% of the qualification

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Theme 2: Building a business

Written examination: 1 hour and 30 minutes, 90 marks

50% of the qualification

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Mrs L Ford
Subject Leader

CHILD DEVELOPMENT

The course leads to a Cambridge National qualification in Child Development which is a level 1/2 vocational qualification which is equivalent to a GCSE.

Why should I choose GCSE Child Development?

The syllabus of the course is detailed and involves in-depth study and research, therefore, a keen interest in human biology is advised, as well as good literacy skills.

Who is this qualification for?

This qualification is for learners aged 14-16 who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in child care, health and social care, psychology, sociology and biology.

What will I study?

All students will study three mandatory topics as follows:

- Health and well-being for child development
- Understand the equipment and nutritional needs of children from birth to five years
- Understand the development norms of a child from birth to five years.

What knowledge and skills will I develop as part of this qualification and how might these be of use and value in further studies?

The first topic of study underpins all of the other learning in this qualification. Students will develop essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PHSE, biology and other child development qualifications.

In the second topic of study, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes. Evaluation skills are developed, which will be of use in further studies in a number of areas.

In the third topic of study, students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms. Researching, planning, observing and evaluating skills will be useful in further studies as these are transferable skills and can be applied to many subject areas.

How will I be assessed?

The course will consist of 2 centre assessed tasks:

1. Understand the equipment and nutritional needs of children from birth to five years
2. Understand the development of a child from birth to five years

'Health and well-being for child development' will be assessed through a 1hr 15minute written paper. Questions will cover all aspects of the specification content.

What can I do with my qualification in child development?

The course can lead you on to further study at college, studying vocational courses such as Early Learning, Health and Social Care and Diploma Level 3 in Society Health and Development or A-level Sociology or Psychology. It is a useful foundation for many university courses in teaching, nursing, psychology, sociology and childhood studies. Of course, learning about child development is also an important life skill for future parents!

Mrs R Knight
Subject Leader

COMPUTER SCIENCE

Why should I follow the GCSE course in Computing?

GCSE Computer Science is a qualification designed for those who want to delve deeper into computers and particularly programming. Computing is an essential skill for anyone who wishes to pursue a career in coding, networking, development – hardware and software, games or web design. This course allows students to explore some of the areas we have been looking at during Key Stage 3 in much greater detail and allows students to work with real- world programming languages such as Java, Python, PHP and SQL (Structured Query Language).

What will I study?

The course is split into two components – computer systems and computational thinking:

COMPUTER SYSTEMS COMPONENT 1

- How processors work.
- Investigate computer memory and storage.
- Explore modern network layouts and how they function.
- Build skills in the ever important realm of cyber security.
- Investigate how types of software are used within computer systems.
- Stretch wider comprehension of how computers and computing affect ethical, legal, cultural and environmental issues.

COMPUTATIONAL THINKING, ALGORITHMS AND PROGRAMMING COMPONENT 2

- Study fundamental algorithms in computer science.
- Build a firm foundation in programming techniques.
- Thoroughly test programs and make them resistant to misuse.
- Explore Boolean algebra (AND, OR, NOT).
- Understand how we store data within computers in binary form.

How will I be assessed?

The course is assessed in two written examinations, both taken in Year 11.

What will I gain from this course?

Students will gain valuable thinking and programming skills that are extremely attractive in the modern workplace; a deep understanding of problem solving and experience in creating logical and efficient solutions and an excellent grounding in mainstream computing theory and understanding

What can I do with a qualification in computing?

Following successful completion of the course students may wish to pursue courses at college such as A-level Computing, ICT or Robotics. Britain has been a lead player in computer programming for the last three decades, with some of the leading lights in game programming and CGI programming coming from Britain – the games industry alone is worth nearly £2 billion a year to the UK economy.

Mr. A Griffiths
Subject Leader

DANCE

****This course is offered only as a twilight class – 2 hours - one evening/week.****

This course leads to a GCSE qualification in Dance.

Why should I choose GCSE dance?

If you choose GCSE Dance, you can expect a fun, challenging and creative course. You will get to work practically with other students and practitioners, watch a range of professional dance works and gain a good understanding of different styles of dance. It will keep you fit, get you thinking and will keep you moving and grooving!

What will I study?

In addition to practical study, the course will also offer some study into costume, set and lighting design as well as experimenting with different stimuli through choreographic tasks. Students will also have the opportunity to see professional dance work, and to work with professional dance practitioners.

How will I be assessed?

This GCSE will include the following assessed tasks:

- A written exam, based on your critical appreciation of dance
- A performance of set phrases through a solo dance
- A performance in a duet/trio using set phrases, which may be choreographed in collaboration with your class teacher.
- A performance of your own choreography as a solo or group dance in response to a stimuli
- A choreographic log of your creative process will be required, along with programme notes to support your choreography

Assessment of practical work will be in the spring/summer term of Year 11. You will perform all of your performance work in a live setting to be marked by your class teacher. Your work will be filmed for external moderation.

What can I do with my qualification in dance?

This course is good preparation for those wishing to study Dance at A-level or any performing arts further education courses. It links well with Drama and Physical Education.

Ms L Charleston
Head of Creative Arts

DESIGN AND TECHNOLOGY

This course leads to a GCSE qualification in Design and Technology.

Why choose Design and Technology?

A qualification in Design and Technology demonstrates a range of skills not only suitable in technology based employment but any line of work. The course develops students' skills in problem solving, resilience and independent thought which are core strengths that employers look for in all employment areas. In addition Design Technology allows students to demonstrate their creative side in a range of different ways; designing, by hand and with CAD; modelling and testing their own design concepts; creating innovative and original design solutions to problems set by the exam board. This is an exciting and ever changing subject and is the first step of a progressive career path into an increasingly expanding technology industry.

What will I study?

Students will take part in 5 lessons per fortnight over two years, meaning this course will take up one option block. During the first year, students will be given the opportunity to develop their understanding of design and technology in general and of their material specialism (see below), they will also have the time to improve their practical and design skills through a number of short projects. In the second year students will begin the Controlled Assessment.

Material Specialism

Over the two years students will work with a range of materials and continue to develop their knowledge of textiles, wood, metal, plastic, card/paper, mechanisms and systems and control (which have been covered in KS3). They will also work in more depth with one (or more) material specialisms throughout Year 10 and into Year 11, students will need to pick either textiles based materials or resistant materials to specialise in.

Textiles based materials:

Students will explore and use a wide range of materials from wool to MDF, they will use a variety of equipment and new technologies to creatively design and produce functional ideas. Students will have the opportunity to use the laser cutter, digital embroidery machine, screen print and manipulate/create 3D materials.

Resistant materials:

Students will explore and use a wide range of materials including hardwoods, Polystyrene, Aluminium, card etc. they will use a variety of equipment and new technologies to creatively design and produce functional ideas. Students will have the opportunity to use the more advanced machinery in the workshops, including laser cutter, centre lathe, bandsaw to manipulate 3d materials.

Controlled Assessment

The Controlled Assessment activity represents 50% of the final GCSE grade – the remaining 50% is assessed by means of a written exam at the end of Year 11. The exam is broken up into three areas; the first an overview of all areas in DT (as listed above) assessed through multiple choice questions, the second section requires written answers focusing on the material specialism, the final third of the exam paper covers general understanding of design principles.

The Controlled Assessment tasks are set by the examination board every year. Students will be asked to design and make a product from a selection of design briefs. Students will be expected to produce a final product that fulfils the design brief and provide evidence of the design and make process in the form of a design folder. The Controlled Assessment task will be internally assessed and moderated by the exam board.

Ms L Watts
Subject Leader

ENGINEERING

This course leads to a BTEC Level 1/2 Technical Award in Engineering which is a vocational qualification which is equivalent to a GCSE.

Why choose BTEC Engineering?

The Tech Award in Engineering is for learners who wish to acquire technical skills through vocational contexts by studying mechanical, electrical/electronic and engineering design as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learner's experience and understanding of the varied progression options available to them.

Learners who achieve a Level 2 can progress to A-levels in a range of subjects or to Level 3 BTEC National in Engineering.

Learners who achieve a Level 1 can progress to Level 2 or study a technical certificate post-16.

What will I study?

Students will take part in 5 lessons per fortnight over two years, meaning this course will take up one option block. Over the two years students will have the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- Development of key engineering practical and technical skills, such as research, observation, measurement, making, using computer-aided design (CAD) and disassembly
- Knowledge of key engineering sectors (mechanical, electrical/electronic and engineering design) and the interrelation of each in industry
- Knowledge of the stages involved in planning and implementing an engineering project
- Knowledge and skills involved in the investigation of solutions to engineering problems in response to a given brief.

This Award complements the learning in other GCSE programmes such as GCSE Design and Technology by broadening the application of design and make tasks, working with an engineering brief, testing and evaluation.

Assessment

Students are assessed through 3 components,

During the first year of the course students have the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes. They will do this through a number of short tasks, exercises and projects designed to develop practical skills.

In the second year students are assessed through 3 components, these focus on;

- The development of core knowledge and understanding of engineering sectors, their interconnections and how they relate to the roles of employees in engineering industries
- Knowledge and skills of the stages involved in planning and implementing an engineering project
- The development and application of skills such as problem solving, design, creativity, communication and collaboration.

Students will complete the components during lessons; the last component will be externally assessed on a task set by the exam board.

Ms L Watts
Subject Leader

GRAPHIC DESIGN

This course leads to a VCERT Level 1 & 2 Technical Award in Graphic Design which is a vocational qualification which is equivalent to a GCSE.

Why choose VCert Graphic Design?

VCerts are a suite of high-quality technical qualifications which are appropriate for students who are motivated and challenged by learning through hands-on experience and through content which is directly linked to real life design industry techniques.

The Level 1 & 2 technical awards in Graphic Design are structured to provide students with the skills, knowledge and understanding of graphic design as a form of visual communication.

What will I study?

Students will take part in 5 lessons per fortnight over two years, meaning this course will take up one option block. Over the duration of the course students will have the opportunity to develop sector-specific knowledge and skills in a design-based learning environment.

The main focus is on four mandatory units of equal importance, which cover:

- ***Introduction to graphic design.***
- ***Graphic design practice.***
- ***Responding to a graphic design brief.***
- ***Producing a graphic design portfolio.***

Each unit will explore a mixture of design techniques across a wide range of graphic design disciplines including; **typography, illustration, corporate branding, advertising, hand drawing skills and computer aided design**. Students will also learn about prominent past and present graphic designers and the role they have played in this exciting creative industry.

How will I be assessed?

Students will be required to successfully complete each of the four mandatory units listed above. These units will be in the form of a portfolio of evidence which is internally assessed and then verified by the exam board. Grading will be certified in the form of 'pass, merit, distinction or distinction*'. The four units will contribute up to 50% of the qualification.

Students will also be required to complete an external assessment in Year 11 which will be in the form of a ten hour school-based practical exam that is externally set, invigilated and graded by the exam board. Students will be required to gain a minimum of a 'pass' in this assessment. This will make up the remaining 50% of the qualification. Students will be given a lot of structured hands-on support and practice throughout the course in preparation for this element.

The level 1 and level 2 qualifications are taught at the same time and reflect each other in content but are pitched at different levels in language and expectation. As the assessment spans both levels, if a student sits the exam for a level 2 qualification, but later needs to transfer to a level 1, they won't have to sit a different assessment.

What's next?

Students who achieve the level 2 technical award would be well placed to progress to A-levels or level 3 technical awards at post 16 in design & technology, art & design or creative media.

Mr N Everitt
Course Leader

DRAMA

Why should I choose GCSE drama?

Drama is all about understanding what it is like to put yourself in somebody else's shoes. You will play many parts in different imaginary situations. You will be asked to use both improvisation and script work in order to explore current issues and to create a working environment based on mutual trust and co-operation. It is important to develop good social skills as well as creative performance skills. You will develop a range of theatrical skills and there will be the opportunity to see professional theatre both in and outside school. The Drama specification is designed to give learners a broad and balanced experience of drama. The specification is designed to integrate knowledge and understanding of how drama and theatre is developed and performed across a range of dramatic activities.

What will I study?

Component 1 – Understanding Drama (Written examination)

Section A: Theatre roles and terminology – multiple choice.

Section B: Study of a set play - four questions on a given extract from set play.

Section C: Live Theatre Production - one question from a choice requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Component 2 – Devising Drama (Practical and Log Book)

Learners will be assessed on either acting or design.

Learners participate in the creation, development and performance of a piece of devised theatre in response to a stimulus set by the exam board. Learners must produce:

- A performance of their piece of devised theatre
- A Log Book of supporting evidence

Component 3 – Texts in Practice (Practical)

Learners will be assessed on either acting or design.

Learners study two extracts from the same play. Text chosen by RLS

Learners participate in one performance using sections of text from both extracts.

What can I do with my qualification in drama?

There are many things you can do with a GCSE in Drama. You could go on to take an A-level in Drama and Theatre Studies, or a level three extended diploma in Performing Arts or subsidiary diploma in musical theatre (the equivalent to an A-level) You may wish to take a GCSE in Drama for its own sake or you might wish to go into a job where it is useful to have had experience of drama. As well as acquiring the skills involved in creating and performing drama, you will also be able to acquire skills in working with others, problem solving and communication. The ability to speak out, perform, and pretend is essential for most jobs. You will find that drama will help you feel more self-confident and prepare you to deal with a range of different situations and people.

Ms L Charleston
Head of Creative Arts

FOOD AND COOKERY

This course leads to a VCert Level 2 in Food and Cookery which is a vocational qualification which is equivalent to a GCSE.

VCert Level 2 in Food and Cookery

This course will provide students with the knowledge, understanding and skills required to cook and apply the principles, nutrition and healthy eating. The course will build upon KS3 practical skills and knowledge of healthy eating as depicted in the Eatwell Guide and the government tips on healthy eating.

What will I study?

The course consists of a balance of practical lessons and theory work. In practical lessons students will develop and apply a wide range of practical skills and the use of appropriate equipment to produce a wide range of dishes. In theory lessons students will understand food hygiene and safety and then apply this to their practical work. The course includes the function of food in recipes and in the body looking at all aspects of food, diet and health. It also provides knowledge of the sources of ingredients including environmental factors.

Practical work

Dishes cooked will include a wide range of main meals, vegetable dishes, pastries, cakes, dishes suitable for special diets, starters and desserts.

It is expected that students will cook most weeks in order to develop their practical skills and to produce a wide range of high quality dishes. Therefore students will be expected to bring their own ingredients as part of their preparation for this course.

How will I be assessed?

As part of this course students will complete 4 units:

Unit 1 Preparing to cook - 25% This unit is based on food hygiene and safety, including personal hygiene, use of equipment, the environment and risk assessment.

Unit 2 Understanding foods - 25% This unit is based on the main food commodities including rice, pasta, dairy, fruit and vegetables, meat and poultry.

Unit 3 Exploring varied diets - 25% Students will be examined on nutrition and healthy eating as well as the needs of different groups of people including special dietary needs.

Unit 4 Planning and preparing a range of dishes through a brief - 25% Students will produce a range of dishes in response to a brief. Students will plan and record their practical work.

Units 1, 2 and 4 are evidenced through a portfolio of notes, diagrams annotated photos and reports. Unit 3 is assessed through an external written exam paper.

What can I do with my qualification?

This course will help students who wish to enter further education or employment in any food related area.

Miss Ancell
Head of Food

GEOGRAPHY

This course leads to a GCSE in Geography.

Why choose Geography?

Geography is understanding how the world works. It is awesome, diverse, inspiring and ever changing. Studying Geography GCSE covers up to date topics that invite you to participate more fully in the excitement, enjoyment and challenge of this dynamic world. The course will help you better understand the places you live in, why they matter and how they are connected to a globalised world. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs).

Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

The subject helps develop significant elements of the skills framework, and these transferable geographical skills help to equip you for lifelong learning as responsible global citizens.

What will I study? How will I be assessed?

Paper 1: Living with the physical environment

1.1 Section A: The challenge of natural hazards - Earthquakes, tropical storms, climate change and its management.

1.3 Section B: The living world - Ecosystems, tropical rainforests and hot deserts

1.3 Section C: Physical landscapes in the UK - UK physical landscapes: coastal landscapes in the UK, river landscapes in the UK

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPaG)
- 35% of GCSE

Paper 2: Challenges in the human environment

2.1 Section A: Urban issues and challenges - The global pattern of urban change. Urban trends in different parts of the world including HICs and LICs.

2.2 Section B: The changing economic world - global variations in economic development and quality of life which leads to significant social, environmental and cultural change. Major changes in the economy of the UK

2.3 Section C: The challenge of resource management - Resource management and energy.

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPaG)
- 35% of GCSE

Paper 3: Geographical applications

3.1 Section A: Issue evaluation - a critical thinking and problem-solving assessment

3.2 Section B: Fieldwork - Students need to undertake **two geographical enquiries**, each of which must include the use of primary data, collected as part of a fieldwork exercise.

- Written exam: 1 hour 15 minutes
- 76 marks (including 6 marks for SPaG)
- 30% of GCSE
- Pre-release resources booklet made available 12 weeks before Paper 3 exam.

Ms R Robertson / Mr T Whipp
Course Leaders

HISTORY

Why should I study GCSE History?

You should choose History GCSE because you want to. Make it your decision and not someone else's! Other History students have said "it's fun" – "you're treated like an adult" – "it's really interesting to find out..." – "you get to go on field trips". History is also very useful as the skills you develop can be used in other subjects, for example English, Geography and Critical Thinking.

What will I study?

Paper 1

Crime and Punishment from c1000 to the present day (30% of the qualification)

A key focus is the way that technology, war, urbanisation and new ideas have influenced changes in punishment, policing and law. Within this unit is a second unit of study on the historic environment – in this case Whitechapel at the time of the Jack the Ripper murder. This exam lasts for 1 hour and 15 minutes

Paper 2 – Period study and depth study (40% of the qualification)

Early Elizabethan England (20%)

This unit will analyse what happened with religion in Elizabethan England, everyday life and culture including theatre and the Spanish Armada.

This exam lasts for 1 hour and 45 minutes

American West (20%)

This unit will focus on the settlement of Europeans in America, their move west and the impact this had on the indigenous people in America.

Paper 3

Weimar and Nazi Germany 1918-39 (30% of the qualification)

This unit allows students to study the Weimar Republic and the rise of Hitler. It will move on to life in Nazi Germany for workers, women, children and minorities.

This exam lasts for 1 hour and 20 minutes.

How will I be assessed?

This GCSE is assessed entirely through written exam. There will be no multiple choice answers, no tiered papers (one paper for all students) and the majority of answers are essay based.

What can I do with my qualification in history?

History is one of the most looked for qualifications by employers. The historian needs to analyse complex information, undertake research, produce reports and detect bias. These skills are very useful for journalism, broadcasting, legal work, accounting, police, management, and the Civil Service etc. It's also great for T.V. quiz shows!

**Ms H Rickatson
Head of History**

INFORMATION AND COMMUNICATION TECHNOLOGY

This course leads to a CiDA/DiDA at Level 2 which is a vocational qualification which is equivalent to a GCSE.

Why should I follow the CiDA/DiDA course in Digital Applications?

The UK is a world leader in the creative digital industries, such as in the creation of visual effects for films and computer games. However, there is growing recognition that we need to build on and improve the UK's capability and capacity for technical innovation and creativity in this area.

The Edexcel Level 2 Certificate in Digital Applications has been designed to engage and enthuse young people with an interest in creative computing, for example digital graphics and animations, interactive multimedia products and computer games.

What will I study?

The Pearson Edexcel Level 2 Certificate in Digital Applications (CiDA) is taught over 120 guided learning hours (GLH) and comprises two units.

Pearson Edexcel Level 2 Certificate in Digital Applications (CiDA)		
Unit	Mandatory unit	GLH
	Students must complete this unit.	
1	Developing Web Products	30
Units	Optional units	GLH
	Students must complete one of the three optional units	
2	Creative Multimedia	90
3	Artwork and Imaging	90
4	Game Making	90

How will I be assessed?

CiDA is graded at A*, A, B and C and is an equivalent to a GCSE. Students may have the opportunity to pursue a second GCSE (DiDA), in twilight sessions, if interested in coding for the web.

Unit 1 is a mandatory unit and will consist of a practical examination marked externally by the examination board.

An additional optional unit will complete the qualification and will consist of a Summative Project. This will require the student to bring together the knowledge, skills and understanding they have acquired throughout the unit into a synoptic piece of work.

Summative Project Briefs are set by the examination board, administered and marked by

Richard Lander School, and moderated externally.

What can I do with a qualification in ICT?

This qualification provides a broad and solid foundation for further study of various aspects of creative computing, such as graphic design, web design, computer games design and interactive media. It supports progress to further study, including:

- GCE in Media: Communication and Production
- Level 3 BTECs in Creative Media Production
- Level 3 BTECs in IT
- Level 3 Principal Learning in Creative and Media.

It also enhances young people's overall digital literacy and gives them a solid foundation for further study and employment.

Mr J Webb
Subject Leader

MODERN FOREIGN LANGUAGES

FRENCH

This course leads to a GCSE in French.

Is this the right subject for me?

If you enjoy meeting and talking to people from other countries, finding out about their cultures and learning how language works, then studying GCSE French is an excellent choice for you!

Why should I study a language?

Learning languages allows you to:

- Meet people from different countries and find out more about them
- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, be confident about speaking in public, use problem solving strategies and write coherently
- Add an international dimension to your choice of GCSE subjects, which is something many employers and higher education providers want
- Have greater opportunities to work and/or study abroad, or work for companies in the UK with international links
- Discuss your interests, ideas and opinions with other people who speak the language
- Learn more about countries where the language is spoken, and the people who speak it.

What do I need to know, or be able to do, before taking this course?

You already know a lot of the vocabulary and grammar you'll need for GCSE: you know how to talk about yourself, your family and friends, your hobbies, where you live, school, holidays, food and drink. You'll build on this knowledge during your GCSE course, and move on to new topics.

What can I do after I've completed the course?

People with language skills and knowledge usually have an advantage over people without them. They stand out as talented and successful people, with broad and exciting horizons.

Taking GCSE French means you will:

- Add an extra dimension to your personal skills profile which will impress anyone who reads your CV
- Be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad
- Be able to work or study in a French-speaking country in later life
- Be able to study AS and A level French courses to further your knowledge of the language and culture
- Find it easier to learn other languages later if you want to

What will I learn?

GCSE French helps you explore a wide range of topics, from celebrations and festivals, through getting by as a tourist in France to international campaigns and events. You will learn about French culture through a range of interesting topics which will add to your understanding of the language and country.

How will I be assessed?

You will take four exams worth 25% each. You can take foundation or higher level, and you will be given a grade between 1 and 9, with 9 being the highest.

Listening	Reading	Writing	Speaking
<p>This requires you to listen to recordings in French and answer questions on what you hear. Some of these questions will be multiple-choice and some will need you to write short answers in English and French.</p>	<p>The reading section will give you passages to read and questions to answer. Some of these questions will be multiple-choice and some will need you to write short answers in English and French. Passages will be from French sources such as emails, magazines and books. You will also need to translate sentences or a short passage from French into English.</p>	<p>In the foundation paper you will write about a photo, write a short passage and write a longer passage on one of a choice of two topics. In the higher paper you will write longer passages about two topics from a choice of four. At both levels there is also a translation exercise, from English into French.</p>	<p>In this part of the exam you will do a short role play with the examiner and talk about a photo. You will also talk about two of the topics you have studied.</p>

SPANISH

This course leads to a GCSE in Spanish.

Is this the right subject for me?

If you enjoy meeting and talking to people from other countries, finding out about their cultures and learning how language works, then studying GCSE Spanish is an excellent choice for you!

Why should I study a language?

Learning languages allows you to:

- Meet people from different countries and find out more about them
- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, be confident about speaking in public, use problem solving strategies and write coherently
- Add an international dimension to your choice of GCSE subjects, which is something many employers and higher education providers want
- Have greater opportunities to work and/or study abroad, or work for companies in the UK with international links
- Discuss your interests, ideas and opinions with other people who speak the language
- Learn more about countries where the language is spoken, and the people who speak it.

What do I need to know, or be able to do, before taking this course?

If you have studied Spanish before, you already know a lot of the vocabulary and grammar you'll need for GCSE: you know how to talk about yourself, your family and friends, your hobbies, where you live, school, holidays, food and drink. You'll build on this knowledge during your GCSE course, and move on to new topics.

What can I do after I've completed the course?

People with language skills and knowledge usually have an advantage over people without them. They stand out as talented and successful people, with broad and exciting horizons.

Taking GCSE Spanish means you will:

- Add an extra dimension to your personal skills profile which will impress anyone who reads your CV
- Be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad
- Be able to work or study in a Spanish-speaking country in later life
- Be able to study AS and A level Spanish courses to further your knowledge of the language and culture
- Find it easier to learn other languages later if you want to

What will I learn?

GCSE Spanish helps you explore a wide range of topics, from celebrations and festivals, through getting by as a tourist in Spain to international campaigns and events. You will learn about Spanish culture through a range of interesting topics which will add to your understanding of the language and country.

How will I be assessed?

You will take four exams worth 25% each. You can take foundation or higher level, and you will be given a grade between 1 and 9, with 9 being the highest.

Listening	Reading	Writing	Speaking
<p>This requires you to listen to recordings in Spanish and answer questions on what you hear. Some of these questions will be multiple-choice and some will need you to write short answers in English and Spanish</p>	<p>The reading section will give you passages to read and questions to answer. Some of these questions will be multiple-choice and some will need you to write short answers in English and Spanish. Passages will be from Spanish sources such as emails, magazines and books. You will also need to translate sentences or a short passage from Spanish into English.</p>	<p>In the foundation paper you will write about a photo, write a short passage and write a longer passage on one of a choice of two topics. In the higher paper you will write longer passages about two topics from a choice of four. At both levels there is also a translation exercise, from English into Spanish.</p>	<p>In this part of the exam you will do a short role play with the examiner and talk about a photo. You will also talk about two of the topics you have studied.</p>

Ms J Hargrave
Head of MFL

MUSIC

There are 3 different Key Stage 4 courses on offer at Richard Lander School:

1. GCSE Music
2. BTEC Music (Focus on Technology)
3. BTEC Music (Focus on Performing and Composing)

It is important that you read the three choices very carefully, so that you choose the right course for you. If you are not sure which option to choose, speak with any of the Music Teachers who will be able to guide you to your best option.

In summary:

GCSE Music:

- This is the best option for students who have been studying an instrument for at least 2 years with a 1 on 1 teacher. They enjoy performing in front of people (or want to get better at it) and enjoy composing their own music. Ideally, students would be at least Grade 2 standard on their instrument before starting the course, aiming to be at Grade 4 by the end of Year 11.

BTEC Music (Focus on Technology)

- Is the best option for students who are interested in learning about recording, sequencing and the production side of the music industry. Having a musical background, or learning an instrument is very helpful, but not essential.

BTEC Music (Focus on Technology and Performance)

- Is the best option for students who play a little bit of lots of different instruments, like you have learned at KS3 (singing, drumming, keyboard, guitar) and who enjoy singing and performing pop and rock music and creating their own pop style pieces of music. Having a musical background, or learning an instrument is very helpful, but not essential.

GCSE MUSIC

Why should I choose Edexcel GCSE Music?

If you enjoy music of different genres, like the idea of performing and creating your own pieces and you are interested in the study of music, this course is for you. In order to be fully equipped to access this course, a student will have been learning a solo instrument for at least one year, or have experience playing or singing in a band or orchestra. If a student has no experience in playing a solo instrument, they should begin lessons no later than Term 2 of Year 9, so they can successfully complete the course, or think about looking at the BTEC option instead. We strongly advise students to continue to have lessons on their instrument/voice in Year 10 (or begin if they have not done so already) and take an active role in department based activities or in the wider community. Students will be expected to attend our KS4 music lunch time club, plus one other music activity of their choice. Students are also advised to become Music Leaders, where they can help with the overall running of the department, or to create their own club. Students will be expected to perform in the classroom and in concerts as part of the course.

What will I study?

During the course students are exposed to a variety of musical experiences. Some of these involve group work and developing techniques learned in previous years, but also increasingly encourage the student to work as an individual. Students are taught the rudiments of theory and explore these through listening, performing and composing. They are encouraged to compose using their instrument and also on the computer using Sibelius software. The history of music is studied using et Works, which are used for the basis of group and composition work. The current Set Works are:

Instrumental music 1700-1820 –Bach & Beethoven
Vocal music - Purcell & Queen
Music for stage and screen – Wicked & Star Wars
Fusions – Afro Celtic Sound System and Esperanza Spalding

How will I be assessed?

Component	Weighting	Assessment
Performing (solo and ensemble)	30%	Internally assessed and externally moderated
Composing (1 piece set to a brief by the exam board, 1 by the candidate)	30%	Internally assessed and externally moderated
Listening Paper (testing students' knowledge and understanding of music)	40%	Exam at the end of Year11

What can I do with my qualification in music?

This qualification will enable a student to proceed to higher level courses in Further Education including all music related courses at Truro and Cornwall College.

Mrs S Jones
Head of Music

BTEC MUSIC – focus on Technology

This course leads to a BTEC Music Level 2 Certificate which is a vocational qualification which is equivalent to a GCSE.

Why should I choose BTEC Music – focus on Technology?

This qualification is designed for learners wishing to gain knowledge and skills within the sphere of music technology and associated music industry disciplines. It will provide opportunities to develop skills in sound recording, mixing and mastering, sequencing, production and live sound. It will also give learners an underpinning knowledge and skill set, including podcast production.

In undertaking this qualification, learners can:

- acquire experience in planning a live recording session,
- learn how to use various microphones and their devices
- experience planning a studio recording session and editing recorded works

- gain understanding of the operation of, and experience of using digital audio workstation software (Reaper)
- acquire skills to create and produce a podcast
- acquire skills to create a remix of a song using audio production processes

The knowledge and skills acquired by learners undertaking this course will enable them to progress in to further studies equipped with a greater aptitude for using music technology in a range of situations and with a deeper knowledge of the wider skill set and associated requirements which come with being an effective music technology practitioner.

What will I study and how will I be assessed?

Component	Weighting	Assessment
The Music Industry	25%	Written exam at the end of Y10
Managing a Music Product	25%	Internally assessed and externally moderated
Introducing Music Recording	25%	Internally assessed and externally moderated
Introducing Sequencing	25%	Internally assessed and externally moderated

What can I do with my qualification in music?

This qualification will enable students to proceed to higher level courses in Further Education including all music related courses at Truro and Cornwall College.

Mrs S Jones
Head of Music

BTEC MUSIC – focus on Performance

This course leads to a BTEC Music Level 2 Certificate which is a vocational qualification which is equivalent to a GCSE.

Why should I choose BTEC Music – focus on Performance?

This qualification is designed for learners wishing to gain knowledge and skills within the sphere of music industry, regarding performance *and* recording. It will provide opportunities to develop skills in sound recording, mixing and mastering, production and live sound whilst performing on your chosen instrument as a soloist and in groups. It will also give learners an underpinning knowledge and skill set, including podcast production.

In undertaking this qualification, learners can:

- acquire experience in planning a live recording session,
- learn how to use various microphones and their devices
- experience of planning a studio recording session and editing recorded works
- gain understanding of the operation of, and experience of using digital audio workstation software (Reaper)

- develop the ability to recognise relationships between key elements in music and emotional responses to it
- acquire skills to create and produce a podcast
- acquire skills to create a remix of a song using audio production processes
- improve their own performance on a given instrument/voice

The knowledge and skills acquired by learners undertaking this course will enable them to progress to further studies equipped with a greater aptitude for using music technology in a range of situations and with a deeper knowledge of the wider skill set and associated requirements which come with being an effective music technology practitioner.

What will I study and how will I be assessed?

Component	Weighting	Assessment
The Music Industry	25%	Written exam at the end of Y10
Managing a Music Product	25%	Internally assessed and externally moderated
Introducing Music Recording	25%	Internally assessed and externally moderated
Introduction to Performance	25%	Internally assessed and externally moderated

What can I do with my qualification in music?

This qualification will enable students to proceed to higher level courses in Further Education including all music related courses at Truro and Cornwall College.

Mrs S Jones
Head of Music

PHOTOGRAPHY

Why should I choose GCSE Photography?

This course offers the opportunity to explore a wide range of lens based and light based media, techniques and processes, including both traditional and modern technology. You will investigate the impact of photography in the art and design culture and explore the importance of process as well as product. You will develop projects that are personalised to individual interests. You will need to have the ability to be independent, focused and have an enthusiastic curiosity into photography. This course is validated by AQA and leads to a GCSE in Photography.

What will I study?

You will have the opportunity to work in areas such as portraiture, landscape photography, documentary photography, fine art photography (photographic installation), photography involving the moving image (film or animation) and new media practices including manipulated photography and photographic projections. You will also gain the ability to explore formal elements and visual language and investigate different and appropriate ways of working. You will have the opportunity to work individually and as a member of a team and will be taught the importance of safe working practices. In Year 10 you will be lead through projects focusing on different areas of photography, you will experiment digital photography and will have full use of editing and image manipulation software. Year 11 will become more personalised and you will work on your mock exam, with an independent starting point, followed by your final GCSE exam (set by AQA).

How will I be assessed?

Unit One 60% (Coursework)

You will, with support, carefully select, organise and present a portfolio of exemplary work that you will have carried out over the course of study. The portfolio will provide evidence of meeting the four assessment objectives and will comprise of approximately 45 hours of work. All the work in the portfolio will then be marked as a whole. Work will be marked by Richard Lander School and moderated by AQA.

Unit Two 40% (Externally Set Task)

You will be expected to select one starting point from an externally set exam paper; you will have a set period of preparation time followed by a 10 hour period of sustained focus study in which you are expected to develop your own, unaided work. Work will be marked by Richard Lander School and moderated by AQA.

What can I do with my GCSE qualification in Photography?

A GCSE in Photography can offer a vast range of career opportunities including photojournalism, underwater photography, advertising, graphic design, illustrating and animation. It can also equip you with skills in creativity and imagination, critical awareness and resourcefulness. It also encourages creative problem solving, decision making, oral and written communication skills, self-management, self-motivation and organisation.

GCSE Photography can build confidence and advance your awareness of people, situations and the environment we live in.

Ms N Dalby
Head of Art & Photography

PHYSICAL EDUCATION

This course leads to a Level 2 OCR Cambridge National in Sports Studies which is a vocational qualification which is equivalent to a GCSE.

For keen sports people, the Sport Studies course is available to students who wish to further pursue their interest in Physical Education and Sport. This course gives students the opportunity to study theoretical issues surrounding the subject whilst extending their involvement in practical sports performance and leadership. Students selecting this course should have a deep rooted interest in sport and physical activity.

What will I study?

The course will explore topics such as developing sports skills, sport and the media, sports leadership and contemporary issues in sport. These topics will be delivered over five lessons a fortnight, through a combination of classroom based theory lessons, and practical sessions, with the emphasis on practical activity wherever possible.

How will I be assessed?

The course will be both internally and externally assessed, through submission of coursework to produce a portfolio of work, and a formal exam respectively. Students will be assessed both practically and theoretically throughout the course. Work and performance will be graded as a Pass, Merit, Distinction or Distinction*, as will the overall grade on completion of the course. These grades are comparable to a 1-9 grade at GCSE level.

Am I suitable for Sports Studies?

Students opting for this course must have a very keen interest in sport, both in terms of practical participation, and a willingness to learn about theoretical elements of sport. Due to this qualification being predominantly coursework based, students must be organised and manage their time effectively in order to meet submission deadlines.

What can I do with this qualification?

OCR Sport Studies would be a useful qualification for students considering careers in sport and other associated fields.

Local post 16 colleges of further education provide a wide range of courses which will follow on from this course, such as the Level 3 Diploma in Sport.

Mr N Stoddard
Head of Physical Education

RELIGIOUS STUDIES

This course leads to a GCSE in Religious Studies and is validated by AQA.

Why should I choose GCSE Religious Studies?

Religious Studies is primarily a study of people, if you have an interest in people then this course is for you. Many careers value this qualification highly and it is useful within medicine, law, public services and social care. A Religious Studies GCSE complements the humanities, sociology and psychology too.

What will I study?

This two year course will cover beliefs and teachings and practices of both Christianity and Islam. In addition students will cover four units; a brief description is given below:

1. Relationships and families
2. Religion and life
3. Religion, peace and conflict
4. Religion, crime and punishment

Each unit will examine secular and religious attitudes.

How will I be assessed?

This is a linear course and there will be 2x1.5 hour exams.
The first paper will cover beliefs and practices of both Christianity and Islam.
The second paper will cover the four units listed above.
Questions will be a mixture of multiple choices and extended writing.

Ms V Downing
Head of Religious Studies

STATISTICS

****This course is offered only as a twilight class one evening/week.****

This course will be run as a twilight session one evening each week in years 10 and 11 and will lead to a GCSE qualification in Statistics. It is aimed at students who are currently in set 1 and who would like to study for an extra qualification based on extending their study of mathematics.

Why should I choose Statistics?

Statistics is being used at an increasing rate in business, politics, medicine and science. In the real world we are constantly bombarded through the media with graphs, economic data such as retail price index (RPI) and various other statistical facts. If you want to learn about the role statistics plays in all aspects of everyday life and how to interpret and use statistical statements, then our GCSE in Statistics is the right subject for you.

Students need to be familiar with fractions, decimals and percentages and the equation of a straight line. In addition they need to be able to substitute into formulae, rearrange formulae, round appropriately and use standard form.

What will I study?

Overview of the content:

- the collection of data
- processing, representing and analysing data.
- probability.

How will I be assessed?

The GCSE in Statistics consists of two exam papers which will be completed in May/June of year 11. Both papers will contain a mix of question types.

Paper 1: 1h 45m - 100 marks	Paper 2: 1h 30m - 60 marks
All questions relate to standard statistical techniques, diagrams and probability.	This covers statistical investigation and includes assessing understanding of the statistical enquiry cycle. Some questions will give students the opportunity to analyse written and statistical evidence in familiar and unfamiliar contexts.

What can I do with my qualification in Statistics?

GCSE Statistics will enable you to acquire transferrable skills to support you when studying a range of subjects at all levels. Biology, psychology, economics, geography, engineering and archaeology are among the many subjects that rely on an understanding of statistical data. It also helps reinforce techniques needed for GCSE Maths as well as supporting progression to A-level Maths. Real-life scenarios will capture your interest and give you an insight into the importance of statistics in the real world. Studying statistics at university can lead on to a variety of jobs from advertising to insurance and from pharmaceuticals to politics. In fact statisticians are needed in most walks of life.

Mrs W Vincent
Head of Mathematics

Richard Lander School

KS4 Courses 2016-18