

Rushcliffe School

“Giving everyone the chance to shine brightly”



A Message to Parents and Carers from the Head Teacher

Dear Parents / Carers

Welcome to our Year 9 Options process. Rushcliffe School has had a series of outstanding results at Key Stage 4. Last year 88% of Year 11 students obtained grade 4 in maths and English (this is the equivalent measure to 5 or more A*-C grades, including English and Maths). 66% obtained grade 5 in maths and English and we achieved a Progress 8 score of 0.53. This means our pupils made excellent progress, irrespective of their starting point when they joined us in year 7. Much of this success comes from high quality teaching and a curriculum that meets student needs.

Your child needs to ensure s/he considers subjects and pathways relevant to their aspirations and in which they can succeed. Our aim is for all students to finish Year 11 with the best set of qualifications that enable them to follow an appropriate pathway at 16+.

In order to ensure that this process works well for all students, guidance is available through Form Tutors and from the bright day careers team in school. Some students may be offered personal interviews to help them through this process.

The education system continues to be in a state of constant change. Your child will be amongst the first to take a suite of exams that are made up of the new GCSE. These exams have different content and a different grading system. The new GCSEs will be assessed using numbers instead of letters. As a school we have been preparing for these changes and we will keep you fully informed.

Taking options is an exciting time for pupils and a sign of further maturity and responsibility. It is important that the right decisions are made. Please take time to discuss these choices with your child and ask for any clarification and support you may need from the school.

We cannot overstate the value of good and appropriate qualifications at 16. These will allow access to their next stage of learning. Please bear in mind the excellent opportunities available post 16 at The Rushcliffe Sixth Form.

Yours sincerely

Steve Lewis
Head Teacher

NOTE: It is our hope that we can support all pathways for next year. Each course has a pre-planned maximum and minimum number of students. When groups are over-full, students will be asked to study an alternative choice. Similarly, if choices are under subscribed, they will be closed and again students will be placed in other groups.

Introduction

Year 9 this booklet is for you. It will help you choose the courses you will follow for the next two years at Rushcliffe School.

It is important that the choices you make are the right ones for **YOU**.

You need to use this booklet along with the information you get during your bright day and advice that you are given by your teachers and parents. Think about the subjects you are good at and enjoy studying. Listen to the advice you have been given and make sensible well thought out decisions.

Make sure you understand about the different courses on offer, Are you sure what a Btec, a technical award or CIDA is? Do you understand the options form you will complete? Is the English Baccalaureate important to you? Do you know what career you wish to follow? When you are 16 do you hope to stay on at school or go to college?

Hopefully most of these questions will be answered over the next few weeks so that when you hand in your options forms the choices you have made will be as a result of a lot of thought and discussion with people who know you well.

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

Some Do's and Don'ts

Do 	Don't 
Talk to your teachers and family about your options – they know you best and are there to help you.	Choose a subject just because you like a particular teacher.
Opt for a balanced choice to keep open future careers and study options.	Choose a subject just because your friends are choosing it. You need to decide about your future. Everyone's needs are different.
Choose subjects you are interested in and are keen to learn more about.	Dismiss certain subjects because you have not heard of them before or they are not GCSE. Our vocational subjects are highly regarded, give you a GCSE equivalent and have clear pathways.
Think about what you want to do after your GCSEs.	Think university is not for you. Have high aspirations and listen to your subject teachers.
Be realistic about your ability. Don't choose a subject you may find too hard and have been advised not to study.	Miss the deadline

When will I do my exams?

Your brothers and sisters or friends may have done modular exams throughout their GCSE courses. This means that they did exams at different times during their course.

A few years ago the government changed this way of assessing GCSEs and you will not be able to do this. All exams must now be taken at the end of the course. This will usually be at the end of year 11. For some students there may be a possibility of entering for the exam early; however the vast majority of exams will be in the summer of year 11.

Controlled Assessments will take place throughout the course in some of your GCSE subjects. These are tasks completed in school and marked by your teacher.

The Sixth Form

We hope that many of you will stay with us into the sixth form.

Rushcliffe Sixth Form is very successful. The vast majority of our students go onto university including Russell Group universities and Oxford and Cambridge.

Ms Frost leads our sixth form and will be at the open evening on the 7th February.

If you or your parents would like to talk about the stage after your GCSEs or make sure your options fit your plans for the future go and see Ms Frost on the night or at a convenient time during the school day.

The A levels we currently offer are:

English Literature	English Language and Literature	Mathematics
Further Mathematics	Biology	Chemistry
Physics	Psychology	History
Geography	Sociology	Physical Education
Drama	Art	Music
Product Design	French	Computing
Business Studies	Politics and Government	Philosophy and Ethics
Economics	Spanish	Textiles

The Option Form

The option form is very simple.

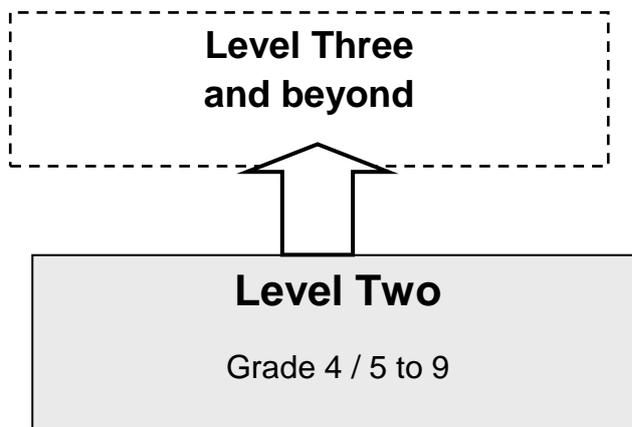
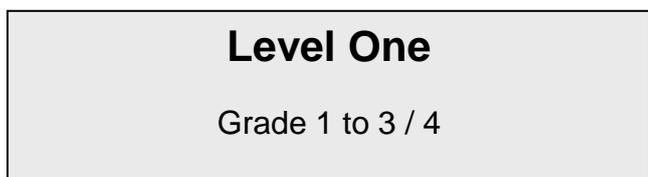
Everyone is expected to do at least **one** of Geography, History, French, Spanish, Computing or Triple Science. This is to make sure you have a broad base of academic qualifications. This is option 1

You now have a free choice for your next three options. You choose the options you want to do and put them down in the order that is most important to you. Option 2 will be the most important and option 4 the least. If a course is oversubscribed then we will use this choice to prioritise how we fill the course.

Success for Everyone

There are different pathways to gaining successful accreditation in Key Stage 4 at Rushcliffe School

We will guide you through a pathway suitable to your needs. At the end of year 11 we want all students to have achieved at least Level One with the great majority attaining Level Two. This will allow everyone to progress to the next levels of challenge in which ever field you pursue.



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

Happy choosing!

Mr Lewis
Head Teacher

Option Booklets **MUST NOW** be taken home to carers/parents.

Please discuss your option choices with them.

KEEP THE BOOKLET SAFE. IT IS ESSENTIAL TO YOU AS A SOURCE OF IMPORTANT INFORMATION THROUGHOUT YOUR COURSES.

Wednesday 7th February - Options Evening, 5.00pm to 7.30pm

Key Stage 4 provision and the options process will be outlined for parents

Tuesday 27th February - Return Day for Option Forms

Please hand completed forms **with signatures** to your form tutor.

The Key Stage 4 Curriculum

The curriculum is a combination of subjects you HAVE to study (Core) and subjects you can choose to study (Options). Rushcliffe has a 50 hour 2 week timetable.

Core Subjects

Subject	Head of Faculty	Hours spent on this subject
English Language GCSE English Literature GCSE	Ms L Cooke	8
Mathematics GCSE	Mr J Bonella	8
Combined Science GCSE	Mr C Malloney	10
Physical Education (non-examination)	Mr L Crawley	4
RE / Citizenship / PSHCE	There are no separate lessons for these subjects. They are delivered through our 'bright days' and within other subject areas. Pupils can choose GCSE RE (Philosophy and Ethics) as one of their options.	

Option Subjects

All subjects are taught for 5 hours per fortnight.

Subject	Head of Faculty	Head of Subject
Spanish French	Ms E Vicente	Ms S Barcherini Ms P van der Velden
History Geography RE Business Studies	Ms T Purnell	Ms S Jenkins Ms L Lacey Ms M Moran Ms M McLoone
Computing CiDA	Mr A Salmeron	Mr A Salmeron
Art Music Drama	Mr B Pitts	Ms C Harrington Mr M Barraclough Ms J Wilson
Food Preparation and Nutrition Catering Fashion and Textiles Construction Design and Technology	Mr J Dunning	Ms T Lacey Mr J Dunning Ms K Fothergill
PE	Mr L Crawley	Mr L Crawley
Media Studies	Ms L Cooke	Ms G Balchin
Triple Science	Mr C Malloney	Mr C Malloney



**English
Faculty**

GCSE English

Head of Subject: Ms L Cooke

Exam Board: AQA

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

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

Structure of the Course at Key Stage 4

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

Course Content

GCSE English Language

Paper 1: Explorations in Creative Reading and Writing

External written examination (50% of the total GCSE marks)

1 hour 45 minutes (80 marks)

Section A Reading (40 marks): One unseen literature fiction text

Section B Writing (40 marks): Descriptive or narrative writing

Paper 2: Writers' Viewpoints and Perspectives

External written examination (50% of the total GCSE marks)

1 hour 45 minutes (80 marks)

Section A Reading (40 marks): One unseen non-fiction text and one linked unseen literary non-fiction text

Section B Writing (40 marks): Writing to present a viewpoint

Students will also receive a separate Spoken Language endorsement (0% weighting of GCSE)

- Presenting
- Responding to questions and feedback
- Use of Standard English

Teacher-assessed throughout the course.

GCSE English Literature

NB: All examinations are closed book.

Paper 1: Shakespeare and the 19th-century novel

External written examination (40% of the total GCSE marks)

1 hour 45 minutes (64 marks)

Section A Shakespeare: One question on their studied play (*Macbeth*). Students will be required to write in detail about a printed extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: One question on their studied novel (*The Strange Case of Dr Jekyll and Mr Hyde* or *A Christmas Carol*). Students will be required to write in detail about a printed extract of the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

External examination (60% of the total GCSE marks)

2 hour 15 minutes (96 marks)

Section A Modern texts: One essay question from a choice of two on the studied modern text choice (*An Inspector Calls*).

Section B Poetry: One comparative question on one named poem selected on the paper and one other poem from an anthology cluster (Love and Relationships).

Section C Unseen Poetry: One question on one unseen poem and one question comparing this poem with a second unseen poem.

Assessment

Students will study units for both GCSE subjects across the two years and will then be assessed by 100% external examinations at the end of Year 11.

Pathways Post 16

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

Extra-curricular Opportunities

Students have the opportunity to attend 'Poetry Live!' and local performances of set texts. The Faculty also run revision sessions in preparation for examinations.



**Mathematics
Faculty**

GCSE Mathematics

Head of Subject: Mr J Bonella

Exam Board: AQA

The Mathematics course in years 10 and 11 aims to provide each student with the knowledge and skills appropriate to his or her level of ability, the confidence and ability to apply these in practical or problem solving situations, and the opportunity to fulfil his or her potential in the subject. It also stands as a basis to allow students to access Maths courses in Key Stage 5.

Structure of the Course at Key Stage 4

Students will be expected to provide basic mathematical equipment, including a scientific calculator, ruler, protractor and a pair of compasses.

Course Content

Number, Algebra, Geometry and measure are all taught.

Assessment

Students will enter GCSE Maths at either Higher Tier (9 - 4) or Foundation Tier (5 - 1), on the new numbered system. There is no coursework element to the course.

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

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

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

Pathways Post 16

Maths is a facilitating subject and is useful in many areas of post 16. It is particularly helpful to physics and chemistry students.

Extra-curricular Opportunities

Chess club and Maths Challenge club – led by sixth form ambassadors.

Frequently Asked Questions

What is the highest grade available on the foundation tier?

The highest grade on a foundation is a grade 5 (which can be thought of as a B minus).

How is setting managed?

Pupils are put into sets at the start of year 10. The sets are reviewed continuously but we have a set review point in December of year 10, September of year 11 and January of year 11.

What resources are available to support my child?

The school buys revision guides that can be purchased. Vle.mathswatch.com and mymaths.com are good resources for independent learning.



Science Faculty

GCSE Science

Head of Subject: Mr C Malloney

Exam Board: AQA Trilogy

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

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

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

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

It is strongly recommended that students who take the Triple Award option have achieved a minimum of a level 6 by the end of year 9 and have a real passion for the science subjects.

Structure of the Course at Key Stage 4

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

Course Content

Biology Topics

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

Chemistry Topics

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

Physics Topics

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

Assessment

The Double Award qualification involves six written exams in total which will account for 100% of the final mark awarded; there is no longer a coursework element to this qualification and all exams are taken at the end of Year 11. The six exams are available as either higher or foundation tier and will consist of two exams for Biology, two exams for Chemistry and two exams for Physics. Each exam will assess different topics within each subject.

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

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

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

Pathways Post 16

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

Extra-curricular Opportunities

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

Frequently Asked Questions

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

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

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

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

Do students do much practical?

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



**Languages
Faculty**

GCSE Spanish

Head of Subject: Ms S Barcherini

Exam Board: EDUQAS

The aim of GCSE Spanish is fourfold:

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

Structure of the Course at Key Stage 4

Spanish lessons at key stage 4 are dynamic, clearly structured and varied. You will be continue to improve on your four skills by carrying out a variety of engaging activities designed to cater a variety of learning styles.

Learning Spanish is all about communication and supporting each other.

You will be expected to 'give it a go' without worrying whether you have got it wrong. Learning Spanish requires regular contact with the language, hence completing homework every week is essential to success.

Course Content

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

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

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

Assessment

The GCSE is examined with final exams in year 11 in the main four skill areas: listening, reading, speaking and writing. All the skills are of equal weighting, each one accounting for 25% of the final grade.

You will be entered for either the Foundation Tier (Grade 5 – 1) or the Higher Tier (up to Grade 9) in all the skills. It is not possible to mix and match tiers.

The questions in the **listening and reading exams** only require short responses. These include a mixture of: multiple choice questions; match up pictures and statements; one word or short phrase answers to questions in either Spanish or English. In addition, the last question of the reading paper is translation from Spanish into English.

The **writing exam** includes translation of a short passage into Spanish and two pieces of writing of a maximum of 90-120 words for foundation and 120-150 words for higher tier.

The **speaking exam** includes a role- play situation and conversation/s in the form of questions and answers about the topic areas above mentioned.

Pathways Post 16

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

Extra-curricular Opportunities

There are two well established, highly successful trips to Spain which will bring Spanish to real life and will really inspire you!

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

Madrid homestay exchange: This is a one in a life time opportunity. The exchange lasts a week and it is packed full of daily trips and exciting activities. You will experience real Spanish life and culture at first hand whilst having the support of your Rushcliffe teachers and friends that go with you.

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

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

Frequently Asked Questions

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

There will be a mixture of both familiar topics – such as the topic of 'school' – and fresh, exciting ones; for example learning about Spanish festivals, customs and traditions.

The class sizes will be smaller which will allow for more personal feedback and interactions with your teacher and peers.

What language should I study?

No one language is better than another. You need to learn the language that feels right for YOU.

There are, however, many advantages in doing Spanish and French. Both languages are Latin based, therefore the similarities in vocabulary and grammar allow you to make faster progress than if you learn only one. There is an extreme shortage of linguists in the UK, by studying two languages you will create your own niche and set yourself apart!

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

'At first I was worried that I would get confused between languages and sometimes I used Spanish words in my French work and vice versa but as I got more and more into year 10 I noticed that my reading and listening were improving really fast. In year 11 when I had to revise for the writing and speaking and I could steal ideas from one language to another and that made the revision for these exams so much easier and less in quantity. It is almost like getting '2 for 1'.

We have a proud tradition at Rushcliffe of encouraging students to excel in languages by choosing Spanish and French at GCSE level. The study of two languages is a rewarding and exciting experience which is never regretted by students who choose it.

What will the speaking exam be like?

The speaking exam will be conducted by your Spanish teacher in one-to-one situation, recorded and sent to the examining board. Before doing the speaking exam you will be given the opportunity to do a warm-up/ practice run with the Spanish language assistant so that you are fully prepared and confident.

Whilst there is no doubt that takes some bravery to do a speaking exam in a foreign language, you must rest assured that this will be conducted in a very supportive and positive environment. Students often tell us how proud and accomplished they feel after having done their oral exams. Their levels of confidence definitely improve!

Can I do a GCSE in Latin?

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



**Languages
Faculty**

GCSE French

Head of Subject: Ms P Van der Velden

Exam Board: EDUQAS

The aim of GCSE French is fourfold:

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

Structure of the Course at Key Stage 4

French lessons at key stage 4 are dynamic, clearly structured and varied. You will be continue to improve on your four skills by carrying out a variety of engaging activities designed to cater a variety of learning styles.

Learning French is all about communication and supporting each other.

You will be expected to 'give it a go' without worrying whether you have got it wrong. Learning French requires regular contact with the language, hence completing homework every week is essential to success.

Course Content

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

- **Identity and culture:** self and relationships, technology and social media, health and fitness, entertainment, French festivals, customs and traditions.
- **Local and international global areas of interest:** French and French speaking countries, environment, holidays
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You will learn how to express and justify points of view on each of the topics above. You will consolidate and improve your knowledge of grammar. You will be expected to use three different time frames, a variety of complex structures and vocabulary.

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Pathways Post 16

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Extra-curricular Opportunities

There are two well established, highly successful trips to France which will bring French to real life and will really inspire you!

Lille residential trip: This is a three-day educational visit to Lille in France where you will visit the Christmas market, cultural sights and enjoy the French cuisine. You will visit the chocolate museum and have the opportunity to bake croissants.

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

Visits to the theatre and cinema. Visits to view French films are very well established and you will have lots of opportunities to go to the Broadway cinema and experience French cultural days.

Frequently Asked Questions

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

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

What language should I study?

No one language is better than another. You need to learn the language that feels right for YOU.

There are, however, many advantages in doing Spanish and French. Both languages are Latin based, therefore the similarities in vocabulary and grammar allow you to make faster progress than if you learn only one. There is an extreme shortage of linguists in the UK, by studying two languages you will create your own niche and set yourself apart!

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**Humanities
Faculty**

GCSE Geography

Head of Subject: Ms L Lacey

Exam Board: AQA

Geography is not just about places. You will explore the big issues that affect us all such as: environmental issues, global inequality, hazards, global interdependence and sustainable development. You will start to understand your role in society by considering different viewpoints, values and attitudes.

Additionally, geography offers you a variety of skills that are important for any future education and career. These include mathematical, analytical and evaluative skills using primary and secondary data; geographical skills such as map work and fieldwork; communication skills like report writing, decision-making and team work; life and social skills through learning about different cultures and perceptions around the world.

Geography has achieved excellent exam results and is very popular in the Sixth Form. It is a bridge between arts and sciences and prepares you for a wider range of job opportunities than almost any other subject. It is also part of the English Baccalaureate, so choosing it at GCSE will help you to achieve this.

Structure of the Course at Key Stage 4

Geography lessons enable you to develop skills that will prepare you for any future career. Each Geography teacher has high expectations of their students and challenges them to become independent learners and think outside the box. As a department we ensure to keep track of your progress to provide targeted intervention where needed to ensure all students are able to succeed. We will provide clear learning objectives each lesson and deliver content through a variety of class-based, fieldwork and practical activities. We will ensure pace and challenge is provided for students of all abilities to enable you to meet and exceed your targets.

Course Content

Unit 1 - Living with the Physical Environment

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

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

Unit 2 - Challenges in the Human Environment

- Urban issues and challenges
- Changing economic world
- Challenge of resources management and energy

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

Unit 3 - Geographical Applications

- Physical fieldwork – Theddlethorpe sand dunes
- Physical and Human fieldwork – West Bridgford noise and air pollution.
- Issue evaluation – this involves studying a resource booklet on an issue from one of the topics studied which will require the development of critical thinking and problem-solving skills.

Assessment

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

- **Paper 1:** Living with the Physical Environment (35% of the GCSE)
- **Paper 2:** Challenges in the Human Environment (35% of the GCSE)

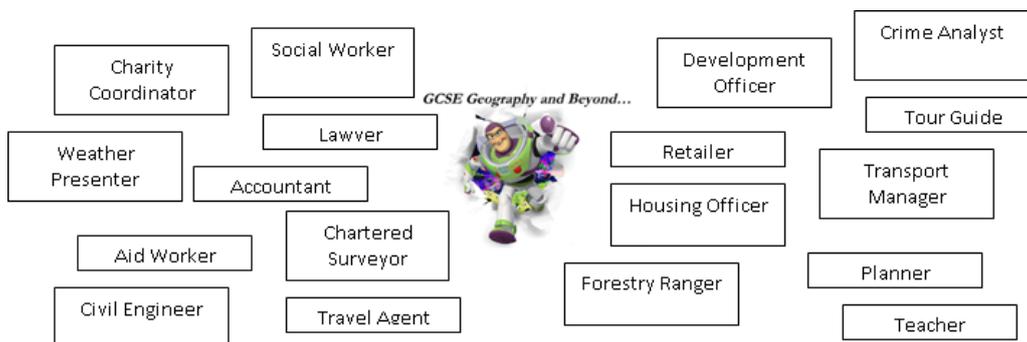
Question types: multiple-choice, short answer and extended prose

- **Paper 3:** Geographical Applications (30% of the GCSE)

Question types: decision making exercise based on pre-released resource booklet and short answer questions on fieldwork skills and students own fieldwork enquires.

Pathways Post 16

At Rushcliffe School, we offer A Level Geography and, due to the wide variety of skills that have been developed throughout the course, GCSE Geography provides a platform to pursue a range of career opportunities in the future.



Extra-curricular Opportunities

As part of Geography at GCSE you have the opportunity to visit Iceland for 4 days in October of Year 11 – you will have the opportunity to sign up for this once you have made your GCSE option choices.

We also have two other fieldtrips throughout the course giving you the opportunity to get outside the classroom and see real-life geography and put your skills and understanding into practice.

Over the next few years we are hoping to establish connections with geographical industries which will provide hands-on experience of geography related professions and a fantastic addition to your CV and for your future careers.

Frequently Asked Questions

Is Geography a science?

Yes! Geography doesn't just look at 'where' features of our Earth are found, it also looks at 'why' and 'how' they have formed through time, through physical phenomenon and interactions between different elements. Geography draws together the physical, chemical and biological elements to explain the features of Earth today and how those interactions are going to lead us to a differing future. Look at the entry requirements for science courses at university (even Oxford!). Where a course requires a specific grade in 'a science subject', Geography is often on the list!



**Humanities
Faculty**

GCSE History

Head of Subject: Ms S Jenkins

Exam Board: EDEXCEL

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

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

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

Structure of the Course at Key Stage 4

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

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

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

Course Content

Thematic Study - Medicine in Britain c1250 to present.

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

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

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

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

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

Modern Depth Study- Weimar and Nazi Germany 1918-1939

This is a study of a fascinating period of History. The aim is to develop students' understanding as to how Germany recovered after the First World War and to assess the reasons why the Nazis were voted in. Students then investigate the nature and impact of the Nazi dictatorship on Germany and the rest of Europe, helping them to widen their sympathies and knowledge of human experience. It will also help students understand the different experiences and interpretations of life under Nazi rule.

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

British Depth Study- Early Elizabethan England 1558-1588

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

Period Study- The American West 1835-1895

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

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

Assessment

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

Pathways Post 16

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

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

Extra-curricular Opportunities

There are optional visits to Berlin and also the Holocaust Centre in Laxton. There are revision classes to support students.

Frequently Asked Questions

How much writing is there?

History is a literacy based subject and students will be expected to be able to construct their arguments.



Humanities
Faculty

GCSE Religious Studies

Head of Subject: Ms M Moran

Exam Board: AQA

The GCSE RE course involves studying four themes relating to Philosophy and Ethics as well as the beliefs, teachings and practices of two religions.

This course supports the development of skills such as **critical thinking**, **analysis** and **independent thinking** as well as **self-understanding**. Students also enjoy engaging with alternative viewpoints through debate and discussion.

Structure of the Course at Key Stage 4

The GCSE course is divided into two main sections: (1) Religions and (2) Thematic Studies.

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

Thematic Studies

- **Relationships and Families:** Exploring views on sex, marriage and divorce, family and gender equality.
- **Religion and Life:** Looking at the origins and value of the universe and the origins and value of human life with a focus on issues of medical ethics such as abortion and euthanasia.
- **Religion, Peace and Conflict:** Considering concepts relating to violence, terrorism and war /just war as well as the key concepts of peace, justice, reconciliation and forgiveness.
- **Religion, Crime and Punishment:** Considering the concepts of good and evil plus the causes of crime and examining different forms of punishment as well as the concept of forgiveness.

The study of religions: Beliefs, Teachings and Practices

- **Buddhism:** Studying the Buddha's life and teachings, key beliefs and Buddhist practices and codes of behaviour.
- **Christianity:** Learning about the key beliefs and teachings, Christian practices and the role of church in society.

Assessment

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

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

Paper 2: Thematic Studies (See above for the 4 themes covered)

All questions follow the same format and have 5 parts.

- 1 Mark -- multiple choice
- 2 Mark -- short answer (bullet point)
- 4 Mark – explanation of key concepts
- 5 Mark – explanation of key concepts including religious teaching
- 12 Mark – essay to include alternatives viewpoints and a religious teaching

Pathways Post 16

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

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

Extra-curricular opportunities.

We are hoping to include:

- A visit to an Art exhibition in Southwell Minster. It's an exceptional opportunity for enrichment of RE dealing with suffering and hope in our world today.
- A day trip to the Nottingham Buddhist centre where students will have an opportunity to learn about the life of the Buddha as well as explore artefacts and learn more about meditation.
- A visit to one of Nottingham's local churches to further understand the role of a Church in the local community

Frequently Asked Questions

Do I have to be religious to study RE?

No. You just need an open mind for learning about different views. However, you will learn about two specific religions and will need to know these for the exam.

What's the use of studying RE?

Some things to think about...

- We live in a multicultural, multi-faith society, RE may help us better understand our world
- Future employers want employees with the ability to accept and work in a team with people of different cultural and religious backgrounds – RE helps our understanding of these differences
- Our culture and heritage has religious roots
- It may encourage religious tolerance - 7 billion people believe in some form of religion
- Skills gained by participating in RE include critical thinking, analysis, independent thinking, discussion and debate as well as self-understanding



**Computing
Faculty**

GCSE Computer Science

Head of Subject: Mr A Salmeron

Exam Board: EDUQAS

GCSE Computer Science at Rushcliffe has been taught for 6 years and is growing in popularity. Last years' results were in the top 4% Nationally.

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

Structure of the Course at Key Stage 4

Firstly, lessons will focus on developing your ability to code. The main language used on the course is Python, but you will also develop skills in Java, HTML and Assembly language.

There are 3 components to the course:

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)

**Under review.*

Course Content

Component 1: Understanding Computer Science

This component involves developing an understanding of what is inside a computer and how it works. We also study how data is stored and transferred between computers and networks.

Sub Topics:

Hardware, Logical operations, Communication, Organisation and structure of data, Operating systems, Principles of programming, Software engineering, Program construction, Security and data management, Ethical, legal and environmental impacts of digital technology on wider society

Component 2: Computational Thinking and Programming

This component involves studying the creating of software after breaking problems down into algorithms and creating pseudocode.

Learning to create flowcharts and pseudocode helps students to think computationally. We learn Python to a high level, but students should be able to apply their computational thinking to any language/ scenario.

Students will be assessed through an on-screen test which will involve analysing and existing solution and coding an application a solution from an algorithm.

Sub Topics:

Problem solving, Algorithms and programming constructs, Programming languages, (Python, HTML, Java, Little Man Computer Assembly language), Data structures and data types, Security and authentication.

Component 3: Software Development

This component is the Non-Examined-Assessment (NEA) which was previously known as 'coursework' It involves analysing an problem set by the exam board each year. Students work independently under close supervision to analyse, design, create, test and evaluate a coded solution to the given problem.

It must be noted that in January 2018, Ofqual removed the marks awarded from this component although students still had to complete the full assignment. This continues as a consultation pending any decisions going forward.

Assessment

Component 1: Understanding Computer Science

Written examination: 1 hour 45 minutes

This is a written paper which is taken at the end of Year 11

Component 2: Computational Thinking and Programming

On-screen examination: 2 hours

This is an on screen test which is taken at the end of Y11. Pupils will work through problems and tasks that involve:

- Coding an application in Python
- Creating a Web Page from HTML
- Creating a 'World' using Greenfoot, which is Java based.

Component 3: Software Development

Non-exam assessment: 20 hours

This is an extended coursework task that is commence in Year 11 and lasts for 20 Guided learning hours.*

**Under review*

Pathways Post 16

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

Extra-curricular Opportunities

Students at Rushcliffe have access to kits – such as Raspberry Pies and Programmable rovers which help bring the theory to life.

Students are also entered for National Competitions- such as Bebras. In 2017, 2 students achieved the National top 60 Hall of Fame and were invited for an elite competition at Oxford university.

Frequently Asked Questions

What other subjects / skills help with this subject?

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

Is it just for boys?

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



**Computing
Faculty**

Certificate in Digital Applications (CiDA)

Head of Subject: Mr A Salmeron

Exam Board: EDEXCEL

The UK has a well-deserved reputation for producing innovation and design. In an era in which creativity is intertwining with technology like never before, there is a danger that the UK will fail to nurture the next generation of world class designers. The Pearson EDEXCEL Level 2 Certificate in Digital Applications has been designed to teach digital design skills and enable young people to use digital tools to express their creativity in an informed and responsible way.

Structure of the Course at Key Stage 4

This is very much a hands on, experiential learning course. The emphasis is on spending as much time as possible developing your knowledge of software used to create interactive Multimedia applications, such as Websites and Games.

There are 2 main components to the course

- Unit 1 Web Design
- Unit 2 Games Design

Both of these units involve learning to edit graphics using Adobe applications and edit/create sound samples using Audacity. As such, the course requires you to be creative and show the ability to develop an application that will appeal visually to a given audience – not just to your own taste.

Course Content

Unit 1 Developing Web Products

In this unit, you will learn to edit graphics and use them to create a website. The exam board issue a different brief for each exam and you will be given 2.5 hours to create a website using the provided images and information. You will need to learn some simple HTML but the website is created in easy to learn Web Design Software.

Marks are awarded for demonstrating good awareness of audience and purpose, as outlined in the client brief.

Unit 2 Game Making

In this unit you will learn about different types of computer games, investigate what makes a game successful and learn how to plan, design and create great games for others to play. You will also

Sub topics: Investigating Computer games, Using a mood board, Developing games for others to play, promoting games, Reviewing games, be able to use ICT efficiently and safely.

Assessment

The qualification is Graded A* - C.

You will start the course with the **Web Design** unit. This is a 2.5 hour on screen exam. You will sit the exam in January of year 10.

You will begin the **Game Unit** in January of year 10. The unit is assessed by you teacher and moderated externally. The criteria are

- (a) Your design and development work (9 marks)
- (b) The functionality of your game (7 marks)
- (c) The user experience (7 marks)
- (d) Your promo for the game (5 marks)
- (e) Your game review (5 marks)

Pathways Post 16

It supports progress to further study, including:

- GCE in Media: Communication and Production
- Level 3 Vocational courses in Creative Media Production
- Level 3 Vocational courses in IT

Extra-curricular Opportunities

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

Frequently Asked Questions

Are there any written exams?

No. The only formal exam is the web- site assessment, which involves creating the website and writing a short evaluation.

Is it just for people who want to make games?

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



**Arts
Faculty**

GCSE Art and Design

Head of Subject: Ms C Harrington

Exam Board: OCR

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

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

Structure of the Course at Key Stage 4

You will be expected to work at home as well as in class. You should do at least **three** hours study per week. You will need to provide yourself with some Art equipment to work with. Alternatively you can purchase an Art pack from Mrs Harrington at the end of year 9.

Course Content

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

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

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

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

Assessment

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

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

Pathways Post 16

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

You may decide that you would like to continue with Art full time at college. There are excellent courses at Central College and NCN (more information is available on their website).

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

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

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

Frequently Asked Questions

Is GCSE Art useful?

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



**Arts
Faculty**

GCSE Drama

Head of Subject: Ms J Wilson

Exam Board: AQA

All the world's a stage and a GCSE Drama qualification will prepare you for the role of a lifetime by providing you with the skills to communicate clearly and confidently, work closely with others and perform under pressure.

Structure of the Course at Key Stage 4

Our GCSE Drama qualification will equip you with a range of skills much sought after in the wider world of work and education. It will:

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

You are expected to complete weekly homework tasks and at assessment points you will be expected to meet up with your assessment groups in your own time and rehearse practical work.

Course Content

Taking an enjoyable and practical approach to Drama, this qualification not only covers the art of performance, but it also comprises a wide variety of exciting topics and styles such as Brecht's Political theatre, Artaud's theatre of Nightmare, Grimm Fairy Tales and texts such as Blood Brothers and Noughts and Crosses.

Component 1: Understanding Drama

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

- Knowledge and understanding of drama and theatre
- Study one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

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

Component 2: Devising drama – practical

(devising log and devised performance, 80 marks, 40% of GCSE) – marked by teachers and moderated by the exam board

Component 3: Tests in practice – practical

(performances of extracts 1 and 2, 40 marks, 20% of GCSE) – marked by the exam board

Assessment

In year 10 you will have mini devised mocks up until Christmas and then you will complete your final devised piece which will be marked in June. This will be assessed by teachers and then moderated by the exam board. This will complete 40% of your GCSE. Alongside this you will be studying the set text 'Blood Brothers' and complete practice papers in preparation for a mock.

In year 11 you will prepare for a performance based on another set text (currently 'Noughts and Crosses') in March/April which will be assessed by a visiting examiner and is worth 20% of the final GCSE. You will then focus solely on the exam paper which will be set and marked by the exam board in May.

Pathways Post 16

It is now widely recognised that Drama can make an enormous contribution to your personal development. In today's world employers are looking for mature, creative people who can communicate effectively – precisely the skills that Drama develops. Drama will help develop your ability to work in a team. It gives you the opportunity to understand different points of view, create your own opinions, listen purposefully and develop important language skills.

Possible careers could include: Actor, Director, Producer, Lighting Designer, Sound Designer, Costume Designer, Stage Manager, Theatre Manager, Theatre Critic, Events Planner, Set Builder, Film & TV, Advertising, Marketing, Journalism or Teaching.

Extra-curricular Opportunities

There are many opportunities to visit the theatre and get involved in many different theatre groups. We have links to many people within the industry for you to meet and learn about different roles within the industry as well as going backstage to see the workings of a theatre – crucial to be successful in the GCSE Drama course.

Frequently Asked Questions

Why take GCSE Drama?

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

What do students say about GCSE Drama?

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



**Arts
Faculty**

GCSE Music

Head of Subject: Mr M Barraclough

Exam Board: OCR

The OCR GCSE Music course will give you opportunities to write, perform and learn about a range of music from across the world and spanning over 400 years.

You will gain confidence on the instrument of your choice, whether it is one you have played for years or just started, and you will have access to a brand new Music Department and all of its facilities, including practice rooms, ICT study room and recording studio.

Structure of the Course at Key Stage 4

You will have five music lessons over a two week period, with two lessons in one week and three lessons in the following week. One lesson per week will be dedicated to exam content (areas of study 2 – 5) and the other lessons are dedicated to practical coursework, in particular performance skills and composition.

The aim is to complete one performance and one composition by the end of year 10 (50% of the required coursework) with the remaining 50% to be completed in the first half of year 11.

Course Content

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

Area of Study 1 – My Music

Write two pieces of music (minimum of 3 minutes total) and record two performances (minimum of 4 minutes total). To be completed and officially assessed by April of year 10

Area of Study 2 – The Concerto Through Time

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

Area of Study 3 – Rhythms of the World

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

Area of Study 4 – Film Music

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

Area of Study 5 – Conventions of Pop

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

Assessment

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

Performance – 30% of Course

You are expected to complete two performances, one in an ensemble and one as a solo piece. Both are marked out of 30 and will be judged on technical ability, expression and difficulty. The maximum required difficulty for GCSE is approximately a Grade 5 piece, although this is only necessary to gain top marks. You will have two mock assessments in year 10 and a final one in year 11.

Composition – 30% of Course

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

Listening – 40% of Course

The listening exam is at the very end of the course and is based on four areas of study: *The Concerto Through Time*; *Rhythms of the World*; *Film Music*; and *Conventions of Pop*. You will learn about key content of each area of study in preparation for an 80 mark listening exam. You will have one term for each area of study from year 10 through to the first term of year 11 with key assessment points throughout.

Pathways Post 16

Currently, the department runs the OCR A level Music course with student numbers being well above the national average. Since 2015, an average of 75% of our classes go on to study Music at University.

There are plans to offer EDEXCEL A level Music Technology in the future provided that we have sufficient interest.

Extra-curricular Opportunities

There are many extra-curricular opportunities in Music, with Key Stage 4 students having an active role in shaping potential events, trips and visits. Beyond having a priority place for the annual **Music Tour**, students will also have the opportunity to see **live music** in and around Nottingham. There are also opportunities to visit world-class, industry standard venues, such as Rock City, to see behind the scenes.

In school, there are a number of advanced ensembles and concerts for students to be involved with, including the Christmas concert, Easter concert, Battle of the Bands and Esperanza.

Frequently Asked Questions

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

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

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

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

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

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

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

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



**PE
Faculty**

GCSE Physical Education

Head of Subject: Mr L Crawley

Exam Board: EDEXCEL

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

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

Structure of the Course at Key Stage 4

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

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

Course Content

Component 1 – Fitness and Body Systems

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

Component 2 – Health and Performance

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

Component 3 – Practical Performance

- One team activity*
- One individual activity*
- One free choice from a provided list of sports*

Component 4 – Personal Exercise Programme (PEP)

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

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

Team Activities: Association Football, Badminton, Basketball, Camogie, Dance, Gaelic football, Handball, Hockey, Hurling, Lacrosse, Netball, Rowing, Rugby league, Rugby union, Table tennis, Tennis and Volleyball. Specialist Activities: Blind cricket, Goal ball, Powerchair football, Table cricket, Wheelchair basketball and Wheelchair rugby

Assessment

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

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

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

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

Pathways Post 16

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

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

Extra-curricular Opportunities

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

Frequently Asked Questions

Is there more practical?

Within the additional 5 hours over the two weeks, there will be an opportunity for practical PE lessons. However, the focus of these lessons will be theory content. PE staff will, where possible, deliver theory content in a practical setting to further improve learning opportunities.

What other subjects does it go well with?

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

Can I use my sports that I play currently?

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

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

Yes. All pupils will get two hours of core PE a week.



**Humanities
Faculty**

GCSE Business

Head of Subject: Ms M McLoone

Exam Board: AQA

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

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

Structure of the Course at Key Stage 4

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

Course Content

Business in the real world

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

Influences on business

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

Business operations

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

Human resources

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

Marketing

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

Finance

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

Assessment

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

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

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

Pathways Post 16

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

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

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

Extra-curricular Opportunities

There are opportunities to become involved in:

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

Frequently Asked Questions

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

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

Will I go on any school trips in Business?

We currently visit Alton Towers to examine their marketing strategy.



**English
Faculty**

GCSE Media Studies

Head of Subject: Ms G Balchin

Exam Board: AQA

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

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

Structure of the Course at Key Stage 4

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

At the start of year 10, students will be studying an 'Introduction to Media Studies' unit where we aim to introduce new terminology alongside practical production skills. Students will be asked to research existing material using the four key concepts in the hope of influencing their own feature film creation.

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

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

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

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

Assessment

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

Paper 1 (Media One)

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

Section A will focus on Media Language and Media Representations.

Section B will focus on Media Institutions and Media Audiences.

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

Paper 2 (Media Two)

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

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

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

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

Non-Exam Assessment: Media Project

- 72 marks
- 30% of the GCSE
- Assesses:
 - Application of knowledge and understanding of the theoretical framework.
 - Practical skills relating to the media format of their choice, from a selection.
 - A choice of topics related to the overarching, annually changing theme.

Students will produce a statement of intent and media products for an intended audience.

Pathways Post 16

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

In particular, recent students have pursued further degree level studies in the following areas: Politics, Marketing, Art, Media, Journalism, Events management, Film studies, Advertising, Public relations, Creative writing and Law.

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

Extra-curricular Opportunities

Rushcliffe Press Team

Within the Press Team we have: Rushcliffe Radio, Rushcliffe Vlogs and our own Rushcliffe Press Website.



Innovations Faculty

GCSE Design and Technology

Head of Subject: Ms K Fothergill

Exam Board: AQA

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

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

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

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

Structure of the Course at Key Stage 4

Year 10

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

Year 11

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

Course Content

In year 10 students have the opportunity to take part in Design Ventura. This is a design and enterprise competition organised by the Design Museum. Schools are given a brief and in small groups' student's research, design, manufacture, advertise, pitch and cost their idea.

Examples of some of the student's ideas (inspired by the theme 'change') include:

- A bracelet that has interchangeable designs. The product comes with discs that have a selection of designs on them but are double sided so you can create your own design as well.
- PEN_NECT – a magnetic pen/pencil holder that holds your stationary – you can change the position so it can be wall mounted or fit onto a desk.
- Global Memories – a magnetic photo frame – add photos of your day trips, special events and create a photo board around the photo frame. They can be frequently changed with each new experience or memory.
- Re-Cover - A selection of inserts that fit into a clear gel phone case – change with your mood/fashion

Assessment

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

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

- Section A Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

- Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

- Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions including a 12 mark design question.

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

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

Pathways Post 16

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

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

Extra-curricular Opportunities

Students have previously visited the Design Museum and BMW mini factory

Frequently Asked Questions

What percentage is the coursework?

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

Do I need any books for the course?

Yes you will need to buy a text book to go along with the revision book which is given to you. We can provide the textbook at cost price and will let the students know when this is available.



**Innovations
Faculty**

GCSE Food Preparation and Nutrition

Head of Subject: Ms T Lacey

Exam Board: OCR

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

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

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

Structure of the Course at Key Stage 4

Food Preparation and Nutrition will encourage learners to:

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

Course Content

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

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

Assessment

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

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

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

Pathways Post 16

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

Extra-curricular Opportunities

Visits to Food related organisations, Expert Speakers, Volunteering for the Epperstone Court visit.

Frequently Asked Questions

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

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

Is it an academic course?

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



**Innovations
Faculty**

Technical Award in Fashion and Textiles

Head of Subject: Mrs T Lacey

Exam Board: AQA

This new and exciting technical award qualification in Fashion and Textiles has been developed for students who want to study textiles in a practical way.

It replaces the out-going GCSE in Textiles Technology.

Technical awards will be equivalent to a GCSE qualification. They will be considered as equal to a GCSE in fulfilling the entry requirements for post 16 study.

Structure of the Course at Key Stage 4

Students will:

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

Course Content

Unit 1: Skills Demonstration (30%)

Learners have the chance to carry out a number of bite-sized projects to demonstrate their competency in the core skills outlined in the specification. They'll record their work in a portfolio.

Unit 2: Extended making project (30%)

For this unit, learners will undertake an extended project that showcases the skills they have developed in unit 1.

Unit 3: External assessment (written exam – 40%)

Assessment

This course is 40% examination and 60% non-examined assessment (NEA).

Pathways Post 16

This Technical Award is designed to equip learners with the skills and knowledge they need to progress to further study within fashion and textiles and other related career pathways. They will also develop valuable transferable skills including communication, problem solving and collaboration.

Extra-curricular Opportunities

Dress a child round Africa

Expert speakers and visits are implemented into the course.

Frequently Asked Questions

Is this qualification equivalent to a GCSE?

Yes it is an accredited course and will count towards your overall GCSE points score.

Is it a recognised qualification?

The qualification is relatively new. However, more and more colleges now recognise it and are more than happy to accept pupils with this qualification.



**Innovations
Faculty**

BTEC Construction and the Built Environment

Head of Subject: Mr J Dunning

Exam Board: EDEXCEL

This qualification is for students who would like to look at a career in Construction and, whilst there are many different trade routes into this industry, this qualification can also guide students into professional areas of Construction and Civil Engineering.

When completing the course students will be visited by the CITB (Construction Industry Training Board) to help with future employment and skills needed alongside this popular qualification to boost their career prospects.

Structure of the Course at Key Stage 4

The two year course is designed to be an introduction to the Construction industry. It is a Level 2 qualification which means it is equivalent to a GCSE. The course is split up into units of work.

Course Content

Unit 1: Construction Technology.

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

Unit 2: Construction and Design.

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

Unit 3: Scientific and Mathematical Applications for Construction.

This unit looks at the material properties and quantifiable aspects of Construction. Students will learn about forces on a structure and how temperature affects materials. They will also learn to apply mathematics in Construction, using trigonometry and mensuration. This unit is internally assessed.

Unit 6: Exploring Carpentry and Joinery Principles and Techniques.

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

Assessment

All units are equally weighted with the one hour exam accounting for 25% of the total qualification. The units enabled pupils to gain credits towards the final grade and are weighted. This will result in the pupils acquiring a pass, merit or distinction. The qualification is accredited and is equivalent to one GCSE.

Pathways Post 16

BTEC Level 3 Construction

BTEC Level 3 Engineering

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

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

Extra-curricular Opportunities

STEM activities.

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

Frequently Asked Questions

Is it an accredited qualification?

Yes. It is equivalent to one GCSE.

Is it similar to the Design and Technology GCSE?

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

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

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