



RUSKIN
A PRIORY ACADEMY

**YEAR 8
OPTIONS
2021**

Timeline, Support and Applications for Year 8

Timeline:

- **Options Information; 22 February**

Options booklet will go live on the website and allow you to see what subjects are offered and understand how the process works

- **Virtual Parents Evening; Thursday 25 February**

You will be able to talk to teachers about the suitability of the course as a Key Stage 4 option.

- **Virtual Options Evening; Thursday 4 March**

Informative videos about the process and each individual subject will go live on the website. You will be sent the application form which you will complete on line.

- **Final Submission of Option Forms; Friday 12 March**

Process

You will choose 1 subject out of a list of 5 compulsory subjects, you will then need to number your preferred options 1-5 from the remaining list.

You will be timetabled for **four** of these options, with the last 2 choices acting as reserves, if needed.

GCSE Art and Design

Course Description

If you just can't stop yourself drawing, making and designing; if you like to work with your hands and your brain; if you are happy getting messy and like a hands-on approach to learning, this is the course for you!

This is a three year course which will give you the opportunity to work with elements of the following disciplines; Drawing and Painting, Graphic Design, Photography, Textiles, Mixed-media, Ceramics and Three-Dimensional design.

In Year 9 we focus on developing practical skills and an understanding of the course structure and assessment requirements. This includes at least one extended project that will involve independent research and analysis, design development and production of a final outcome.

In Years 10 and 11 students work on a variety of additional extended projects for students' coursework submission. In January of Year 11, students are given a controlled assessment question. They have at least 8 weeks to complete research, experiments and refine design work for their chosen question and have 10 hours under exam conditions to complete a final outcome.

Throughout the course, students are encouraged to develop individual skills and personal interests. The approaches to study will vary between projects, but will cover the following:

- Observational study; work which is based on direct observation and analysis.
- Materials-based study; skills development and exploration of the qualities and characteristics of materials.
- Thematic study; producing artwork in response to a chosen theme or topic.
- Critical and Historical study; researching and analysing the work of other artists and then applying that knowledge to enrich your own work.
- Problem-solving study; producing and presenting a range of creative solutions to a design brief.

Assessment structure

Unit 1: Coursework Portfolio selected from work produced in Years 9, 10 and 11 will be worth 60% of total mark.

Unit 2: Final examination in Year 11 will be worth 40% of total mark.

Special Features

There will be opportunities to attend several organised trips to major art galleries and museums to engage with artworks and conduct research for the coursework portfolio, as well as a variety of practical workshops with various working artists to develop skills.

Students will be asked for a contribution towards their sketchbooks and A2 portfolio which will be used for the duration of the course. They are also encouraged to invest in basic art materials as further independent experimentation and development of work at home is an absolute necessity.



BTEC Tech Award in Performing Arts: Dance/Musical Theatre

Why study Dance/Musical Theatre?

The course provides a solid foundation for progression into higher education courses across The Performing Arts disciplines including Theatre Studies, Dance, Drama and Music. Whilst students develop an understanding of the industry itself, the course also introduces a wide range of personal and organisational skills for the work place.

Course Description

The study of Dance/Musical Theatre contributes to students' creative and social development. As performers, students develop their skills and confidence. The course actively engages students in the processes of developing as effective and independent learners, allowing them to develop their practical Dance/Musical Theatre techniques, whilst further exploring their interests. The course provides a real and engaging application of students' knowledge, skills and understanding of Dance/Musical Theatre in a work-related context through explorative research, productions and presentations. The Dance and Musical Theatre pathways are taught together on this course, but students will only be assessed on their chosen pathway of either:

- Dance **OR** Musical Theatre

Assessment Structure

The qualification is taught over 120 GLH (Guided Learning Hours) with an additional expectation of students to undertake independent learning for 150 learning hours; this is a combination of hours both within the classroom and students' own time. In order to meet such expectations and develop their performance skills, students are required to attend an extra curricular activity within their chosen pathway of Dance or Musical Theatre.

The course consists of units which are both internally and externally assessed. Assessments are both practical and theoretical, whereby research informs the devising of practical presentations. There is the requirement for students to participate in educational visits in order to experience live theatre and learn the content of professional performance pieces through practical workshops with professional practitioners.

Students who are prepared to work hard, wish to develop an insight into the Performing Arts industry and enjoy a practical approach will be successful on this course.

Special Features

Dance/Musical Theatre is an opportunity for students to develop artistic creativity through their enthusiasm for performing and their desire to understand how work is created. Students work on assignments that are modelled on the industry, working both individually and in groups.



BTEC Tech Award in Performing Arts: Drama

Why study Drama?

The course provides a solid foundation for progression into higher education courses across The Performing Arts disciplines including Theatre Studies, Dance, Drama and Music. Whilst students develop an understanding of the industry itself, the course also introduces a wide range of personal and organisational skills for the work place.

Course Description

The study of Drama contributes to students' creative and social development. As performers, students develop their skills and confidence. The course actively engages students in the processes of developing as effective and independent learners, allowing them to develop their practical Drama techniques whilst further exploring their interests. The course provides a real and engaging application of students' knowledge, skills and understanding of Drama in a work-related context through explorative research, productions and presentations. Drama is the only pathway available on this course.

Assessment Structure

The qualification is taught over 120 GLH (Guided Learning Hours) with an additional expectation of students to undertake independent learning for 150 learning hours; this is a combination of hours both within the classroom and students' own time. In order to meet such expectations and develop their performance skills, students are required to attend an extra curricular Drama activity.

The course consists of units which are both internally and externally assessed. Assessments are both practical and theoretical, whereby research informs the devising of practical presentations. There is the requirement for students to participate in educational visits in order to experience live theatre and learn the content of professional performance pieces through practical workshops with professional practitioners.

Students who are prepared to work hard, wish to develop an insight into the Performing Arts industry and enjoy a practical approach will be successful on this course.

Special Features

Drama is an opportunity for students to develop artistic creativity through their enthusiasm for performing and their desire to understand how work is created. Students work on assignments modelled on the industry, working both individually and in groups.

BTEC Engineering

Context

There is a national shortage of Engineers. To meet this need we must double the number of graduates and apprentices entering the engineering industry.

Course Description

As the BTEC Tech Award in Engineering is a practical introduction to life and work in engineering, during the course you will:

- delve deeper into how the engineering sector works
- develop core engineering skills and an understanding of design processes
- put what you've learned into practice by designing and making an engineered product.

Assessment Structure

The course has two internally assessed components and one that's externally assessed:

Component 1 - Exploring engineering sectors and design applications

Weighting: 30%

Aim: get to know industry sectors, how they work together to solve real-life problems and apply related skills within project work.

Assessment: internally assessed assignments

During Component 1 you will:

- explore the different sectors, products and interconnections within the industry
- investigate what various organisations and functions do, in addition to potential career paths
- discover more about the engineering design and manufacture processes
- build on your knowledge and practice engineering skills and techniques within mini-projects

Component 2 - Investigating an engineering project

Weighting: 30%

Aim: explore the types of materials, components and processes used to make products, then reproduce and test a product.

Assessment: internally assessed assignments

During Component 2 you will:

- learn why engineers choose certain materials and components to make products
- investigate how products are made
- identify best practice when it comes to safety and risk management
- develop research, observation, recording, interpretation and measuring skills
- plan, reproduce and test an engineered product

Component 3 - Responding to an engineering brief

Weighting: 40%

Aim: investigate and provide solutions to real-life problems by creating your own engineered product.

Assessment: externally assessed task where you will create an engineered product based on a brief.

During Component 3 you will:

- identify the problem, develop a hypothesis and investigate possible solutions
- create a prototype that meets the brief
- record, analyse and evaluate data and outcomes and reflect on how the product meets the brief

GCSE Design Technology

Course Description

This course has been designed to encourage students to be able to design and make products with creativity and originality using a range of materials and techniques. A detailed design portfolio is produced by the students and will show design development from the initial idea through to the realisation of a finished product.

The course allows full credit to be given to candidates who undertake innovative work and make effective use of CAD/CAM facilities (2D Design & Google SketchUp), whilst also enabling those students with limited access to ICT to achieve.

Career Progression

Design Technology is an obvious choice for any student considering a career in Professional Engineering. The subject can be continued at A Level which is a pathway to an Engineering or Design degree. It can also be used as a route onto many technical apprenticeships.

Design Technology provides other career progression opportunities in Graphic Design, Architecture, Manufacturing, Carpentry & Joinery, Plumbing and many other practical trades.

Skills and Knowledge

Students will develop their subject knowledge extensively, deeply investigating different materials and their properties, the influence of design history on contemporary products and the impact technology has on our environment.

A major part of this course is developing students Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) skills. This learning is centered on practical activities using our state of the art Laser Cutter and CNC Router.

Assessment Structure

- Coursework (50%): A design and make activity. The students will have the opportunity to make a product (which could be a small item of furniture) to their own developed design.
- Exam (50%): Subject knowledge on materials, manufacturing, systems & control, design styles/history and human factors of design.

GCSE Design Technology (Graphics)

Course Description

This course is the same as GCSE Design Technology but with a Graphics bias for the coursework element. The course has been designed to encourage students to be able to design and make products with creativity and originality, using a range of materials and techniques. A detailed design portfolio is produced by the students and will show design development from the initial idea through to the realisation of a finished product.

The course allows full credit to be given to candidates who undertake innovative work and make effective use of CAD/CAM facilities and various software packages, whilst also enabling those students with limited access to ICT to achieve.

Career Progression

Design Technology (Graphics) is an obvious choice for any student considering a career in Graphic Design. The subject can be continued at A Level which is a pathway to a Design degree. It can also be used as a route onto many technical apprenticeships.

Design Technology provides other career progression opportunities in Media, Advertising, Packaging design and Website design.

Skills and Knowledge

Students will develop their subject knowledge extensively, deeply investigating different materials and their properties, the influence of design history on contemporary products and the impact technology has on our environment.

A major part of this course is developing students Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) skills. This learning is centered on practical activities using our state of the art Laser Cutter.

Assessment Structure

- Coursework (50%): A design and make activity. The students will have the opportunity to make a graphic product to their own developed design.
- Exam (50%): Subject knowledge on materials, manufacturing, systems & control, design styles/history and human factors of design.



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GCSE French

Course Description

The GCSE French course is designed to build upon the linguistic structures that were laid down in French in Years 7 and 8 . We continue to work in topic-based areas, where words and grammatical concepts are taught alongside each other. The areas covered are:-

Theme 1 - Identity and Culture

Self, family, friends, home life, meals and eating out, healthy living, illness and accident, free time, fashion, relationships and future plans.

Theme 2 - Local, national, international and global interests

Holidays, booking into holiday accommodation, weather, home town and local area, shops, shopping for clothes, gifts, environment.

Theme 3 - Current and future study and employment

Work experience, part-time jobs, future careers, technology (sending messages, accessing information), school.

Assessment Structure

Currently, this course is assessed through 4 terminal examinations, each worth 25%. Both the Reading, Writing, Speaking and Listening papers have to be taken at the same level i.e. Foundation or Higher.

Special Features

GCSE French will form part of the English Baccalaureate exam and will be beneficial for entry to Higher Education courses. There will also be the opportunity for GCSE students to visit France.

Why study French?

This language is developing in popularity due to the increase in Business and travel. It is particularly vital for students who wish to enter the commerce and tourism sectors but can also be an advantage for legal studies.



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GCSE German

(Please note - you can only take German as an option if you have studied it in Year 8)

Course Description

The GCSE German course is designed to build upon the linguistic structures that were laid down in German in Year 8. We continue to work in topic-based areas, where words and grammatical concepts are taught alongside each other. The areas covered are:-

Theme 1— Identity and Culture

Self, family, friends, home life, meals and eating out, healthy living, illness and accident, free time, fashion, relationships and future plans.

Theme 2 —Local, national, international and global interests

Holidays, eg; booking into holiday accommodation , weather, home town and local area, shops, shopping for clothes, gifts, environment.

Theme 3—Current and future study and employment

Work experience, part-time jobs, future careers, technology (sending messages, accessing information), school.

Assessment Structure

Currently, this course is assessed through 4 terminal examinations, each worth 25%. Both the Reading , Speaking , Writing and Listening papers have to be taken at the same level i.e. Foundation or Higher.

Special Features

GCSE German will form part of the English Baccalaureate exam and will be beneficial for entry to Higher Education courses. There will also be the opportunity for students to visit Germany to practise their speaking and listening skills.

Why study German?

This language is developing in popularity due to the increase in Business and travel. It is particularly vital for students who wish to enter the commerce and tourism sectors but can also be imperative for those who wish to pursue a career in the engineering or medical sectors.

GCSE Spanish

(Please note - you can only take Spanish as an option if you have studied it in Year 8)

Course Description

The GCSE Spanish course is designed to build upon the linguistic structures that were laid down in Spanish in Year 8. We continue to work in topic-based areas, where words and grammatical concepts are taught alongside each other.

The areas covered are:

Theme 1— Identity and Culture

Self, family, friends, home life, meals and eating out, healthy living, illness and accident, free time, fashion, relationships and future plans.

Theme 2 —Local, national, international and global interests

Holidays, e.g booking into holiday accommodation , weather, home town and local area, shops, shopping for clothes and gifts, environment.

Theme 3—Current and future study and employment

Work experience, part-time jobs, future careers, technology (sending messages, accessing information), school.

Assessment Structure

Currently, this course is assessed through 4 terminal examinations, each worth 25%. Both the Reading , Speaking , Writing and Listening papers have to be taken at the same level i.e. Foundation or Higher.

Special Features

GCSE Spanish will form part of the English Baccalaureate exam and will be beneficial for entry to Higher Education courses. There may also be the possibility of visiting Spain in Year 10.

Why study Spanish?

This language is developing in popularity due to the increase in Business and travel. It is particularly vital for students who wish to enter the commerce and tourism sectors but can also be an advantage for legal studies.



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GCSE Geography

Course Description

The Geography course from AQA allows our students to study a wide variety of engaging and relevant topics, many of which draw upon contemporary themes. They are assessed in three different exam papers.

Paper 1: Living with the Physical Environment (35% of GCSE)

- The challenge of natural hazards
- Physical landscapes in the UK (rivers and coasts– fieldwork element)
- The living world (ecosystems—tropical rainforest and hot deserts)
- Geographical skills

Paper 2: Challenges in the Human Environment (35% of GCSE)

- Urban issues and challenges (fieldwork element)
- The changing economic world
- The challenge of resource management (choice of food, water or energy)
- Geographical skills

Paper 3: Geographical Applications (30% of GCSE)

- Issue evaluation
- Fieldwork
- Geographical skills

Why study Geography?

There has never been a better or more important time to study Geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, Geography is one of the most relevant courses you could choose to study. Geographers are also highly employable, whatever your passion for the world – fascination with landscapes or concerns about inequality – Geography will provide you with knowledge and transferable skills.

Special Features

All students will participate in 2 days Fieldwork away from the Academy. There will be a contribution required to cover part of the cost. These trips are a compulsory part of the GCSE course, the skills students acquire on their fieldtrips will be assessed in an examination at the end of the course (Paper 3).

Where can Geography take you?

Geography is a subject that Universities and employers value highly. This is due to the range of transferable skills that students develop, as well as an understanding of current global issues. Geography is one of the most flexible GCSE's in terms of career opportunities and links well with many other subjects. Geography can open the door to variety of careers, ranging from the Police, Armed Forces, Retail, HR, Marketing and Teaching!



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GCSE History

Why study History?

History is a useful and often necessary subject for many careers. Those considering A Levels and University applications should strongly consider it as many colleges, universities and employers recognise and value the skills that you will have developed while studying History. History can be useful in many areas and not just those connected with studying the past. For example; Conservation work, environmental work, town planning, building restoration and tourism. History is also a superb qualification for lawyers, the police or those interested in a career in politics, journalism or TV.

Course Description

Paper One- Understanding the Modern World (50% of GCSE)

Period Study: Section A - Germany (1890 - 1945), Democracy and Dictatorship

Key Topics

- Germany and the growth of democracy
- Germany and the Depression
- The experiences of Germans under the Nazis

Wider World Depth Studies

Section B - Conflict and tension in Asia, 1950- 1972

Key Topics

- Conflict in Korea
- Escalation of conflict in Vietnam
- The ending of conflict in Vietnam

Paper Two- Shaping the Nation (50% of GCSE)

Thematic Study: Section A - Power and the People (1170 - present day)

Key Topics

- Challenging authority and feudalism
- Challenging Royal authority
- Reform and reformers
- Equality and rights

British Depth Study including historical environment

Section B – Norman England (1066 - 1100)

Key Topics

- Conquest and Control
- Life under the Normans
- The Norman Church and Monasticism
- The historical environment of Norman England



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BTEC Health and Social Care

Course Description

The BTEC Tech Award in Health and Social Care is an exciting and demanding course. The course is a vocational qualification aimed at students with a genuine interest in health or social care who may be looking to pursue a career in the health and social care industry, whether it is primary schools, secondary schools, social work, paramedic, nursing and midwifery, occupational therapy or even caring for the elderly/disabled. These are just a few of the many varied professions that this qualification supports.

The course consists of the following theoretical components, most of which are assessed through class based tasks.

- Human Lifespan Development
- Health and Social Care Services and Values
- Health and Wellbeing

Assessment Structure

All students will complete the following components; Human Lifespan Development and Health and Social Care Services and Values. Each component is broken down into specified tasks which target different learning aims. Tasks will be submitted on a specified hand in date, marked internally and returned to students with a grade of a Level 1 Pass, Merit or Distinction, Level 2 Pass (GCSE '4' grade), Merit (GCSE '5.5' grade), Distinction (GCSE '7' grade) or Distinction* (GCSE '8.5' grade).

The Health and Wellbeing component is externally assessed in a written 2 hour assessment. Edexcel sets and marks the assessment which is taken by the learner under examination conditions and is worth approximately 40% of the final mark.

Why study this subject?

If you are interested in studying a subject at GCSE which involves only 1 external assessment, the majority of the work is written coursework and you would like a career in this area then this could be the course for you!

This course is for students who wish to acquire knowledge, understanding and technical skills through vocational contexts as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs and will broaden the learner's experience and understanding of the varied progression options available to them.

BTEC Tech Award Child Development

Course Description

The 'BTEC' Tech Award in Child Development is an exciting course. The course is a vocational qualification with an aim to:

- Inspire and enthuse learners to consider a career in early years or related sectors, where knowledge of child development is relevant
- Give learners the opportunity to gain a broad knowledge and understanding of and develop skills in the early years sector, for example, of child development and the importance of play to promote child development
- Give learners the potential opportunity in due course, to enter employment

The course consists of the following three components:

Component 1: Children's Growth and Development

Component 2: Learning Through Play

Component 3: Supporting Children to Play, Learn and Develop

Assessment Structure:

The 'Supporting Children to Play, Learn and Develop' component is externally assessed in a written 2 hour assessment. Edexcel sets and marks the assessment which is taken by the learner under examination conditions and is worth approximately 40% of the final mark.

Each other component is broken into a specified amount of tasks, which target different learning aims. Tasks will be submitted on a specified hand in date, marked internally and returned to students with a grade of a Level 1 Pass, Merit and Distinction, Level 2 Pass (GCSE '4' grade), Merit (GCSE '5.5' grade), Distinction (GCSE '7' grade) or Distinction* (GCSE '8.5' grade).

Why study this subject?

If you are interested in studying a subject at GCSE which involves only 1 exam, the majority of the work is written coursework and you would like a career in this area then this could be the course for you!

The BTEC Tech Award in Child Development provides the knowledge, understanding and skills for Level 2 learners to progress to:

- Other level 2 vocational qualifications
- Level 3 vocational qualifications, such as the BTEC Nationals in Children's Play, Learning and Development or the BTEC Nationals in other sectors, such as in Health and Social Care
- Related academic qualifications
- Apprenticeships within the early years and health and social care sectors



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WJEC Hospitality and Catering

Course Description

The WJEC Level 1/2 Award in Hospitality and Catering is an exciting and engaging course. The course is a vocational qualification aimed at students with an interest in the Hospitality and Catering Industry.

This qualification may be for you if you are looking to pursue a career which may range from waiting staff, receptionists, and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing.

The delivery of this course includes: class based theory in preparation for an exam and written course work that is submitted to the awarding body. You will apply your theory based learning in order to safely prepare, cook and present nutritional dishes as well as take into account hygiene and personal safety in your preparation.

Students should be regularly involved in the preparation and cooking of dishes at home in order to consolidate skills learnt in the practical element of the course.

Course Structure:

To complete the course, students will need to complete the 2 units below. Unit 1 is a 90 minute exam which is externally assessed and unit 2 is internal coursework and is both theory and practical based.

Course units:

WJEC Level 1/2 Award in Hospitality and Catering		
Unit	Mandatory units	Assessment method
1	The Hospitality and Catering Industry	External Examination
2	Hospitality and Catering in Action	Coursework Based

Why study this subject?

If you are interested in studying this subject at KS4 you will have the opportunity to develop your hosting skills together with food preparation and cooking. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists, managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

This qualification will also give you an overview of the hospitality industry and the type of job roles that may be available to assist you in making choices about progression.

Cambridge National in ICT – Creative I-Media

Course Description

This course will assess the application of creative media skills through practical use. It will provide students with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. This course will encourage independence, creativity and awareness of the digital media sector.

Creative I-Media will equip students with a range of creative media skills and provide opportunities to develop in context desirable transferable skills such as research, planning and review, working with others and communicating creative concepts effectively. Through the use of these skills students will ultimately be creating fit-for-purpose creative media products. It will also challenge all students including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum. The 'hands on' approach that will be required for learning has a strong relevance to the way young people use the technology required in creative media.

Students will use a range of software throughout the course, such as Fireworks, Photoshop and Dreamweaver, as well as the traditional software like Microsoft Word and PowerPoint.

Assessment Structure

3 Internally Portfolio Based (Externally moderated) and 1 External examination

Assessment will consist of both an external examination and 3 internal assessments through a teacher-assessed portfolio, that will be externally moderated by the examining body. To complete the course students must be successful in meeting all the requirements of the assessments. Students are required to produce a portfolio of evidence for the externally moderated examination. Candidates who fail to achieve the standard for a grade will be awarded an Ungraded.

Special Features

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce.

In the relaxed but mature atmosphere, students will be taught the concepts of ICT in various ways, through teacher-led activities, self-study and using their own experiences to master concepts they find difficult. The course is very practical in nature and students will have to apply the concepts they learn to produce a working solution to a given problem.

Career Opportunities

Students gaining this qualification will have access to a range of career and further education opportunities. You will learn to use a variety of skills throughout the course, using a variety of applications. These skills are in great demand and are recognised and highly valued by employers and colleges. As an ICT student you will develop the skills that employers are looking for, you can consider a wide range of employment opportunities in such areas as: multimedia, communications commerce and software/hardware processing.

GCSE—Computer Science

Course Description

This course has real relevance in our modern world. While learners will no doubt already have some knowledge of computers and related areas, the course will give them an in-depth understanding of how computer technology works and an insight into what goes on "behind the scenes". As part of this, they will investigate computer programming, which many learners find interesting, however challenging.

The content of the course is demanding and learning to write programs in Python will be a significant part of the course; logical thinking and mathematical skills are important skills prerequisites in order to be successful. By the end of the course students will be able to:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation
- Analyse problems in computational terms, through practical experience
- Think creatively, innovatively, analytically, logically and critically

Assessment Structure

Two written external examinations.

Computational thinking and programming skills — This paper is worth 50% of the total GCSE. Students will be assessed on computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

Computing concepts — This paper is worth 50% of the total GCSE. Students will be assessed on fundamentals of data representation, computer systems, software classifications, systems architecture, computer networks, cyber security, relational databases and structured query language and ethical, legal and environmental impacts of digital technology.

Both papers are external and include a mixture of multiple choice, short answer, long answer and extended response questions assessing SQL programming skills, practical problem solving, computational thinking skills and theoretical knowledge.

Special Features

The course has been designed to form a qualification that provides knowledge and understanding of Computer Science. This qualification is ideal for students who want a specific background in computing that will allow them to progress to higher education in a computer science related degree. In the relaxed but mature atmosphere students will be taught the concepts of programming in various ways, through teacher-led activities, self-study and using their own experiences to master concepts they find difficult.

Career Opportunities

Students gaining this qualification in computing will have access to a range of career and further education opportunities. You will learn to use a variety of skills throughout the course, including collecting, analysing and interpreting data, designing, testing, implementing and evaluating programming solutions. These skills are in great demand and are recognised and highly valued by employers and colleges. As a computing student you will develop the skills that employers are looking for.



BTEC Tech Award in Enterprise

Course Description

The Pearson BTEC Level 1/Level 2 Tech Award in Enterprise is for students who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise idea. The qualification enables learners to develop their technical skills; such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment.

A BTEC Tech Award in Enterprise is an ideal qualification for those students who want a broad background in business and the course of study prescribed by this specification can reasonably be undertaken by candidates entering this vocational area for the first time. It is designed to enable students to make valid personal choices upon completion of the qualification and to progress to further education, training or employment. It provides a suitable basis for further study in this subject or for related courses which could include A levels, a Modern Apprenticeship or BTEC/ GNVQ qualifications.

Assessment Structure

The qualification consists of three components that give students the opportunity to develop broad knowledge and understanding of the enterprise sector and relevant skills such as research, planning, problem solving and communication at Levels 1 and 2. Students will complete two internal assessment units on Exploring Enterprises and Planning for and Pitching an Enterprise Activity. They will also complete one external unit on Promotion and Finance for Enterprise.

Special Features

Enterprise is likely to be exciting and challenging. This specification aims to encourage students to:

- Develop a lifelong interest in and enjoyment of business subjects; become inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study
- Use an enquiring, critical approach to distinguish facts from opinions, to form arguments and make informed judgements, for example; in relation to the assessment of the subject

Career Opportunities

Students gaining a qualification in Enterprise will have access to a range of career and further education opportunities. You will learn to use a variety of skills throughout the course. These skills are in great demand and are recognised as highly valuable by employers and colleges. As an Enterprise student you will develop the skills that employers are looking for, you can consider a wide range of employment opportunities in areas such as commerce, accountancy and administration either within local firms or multinational organisations.



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GCSE Photography

Course Description

An exciting course in which students are taught how to use a variety of photographic techniques relating to different genres. A digitally based curriculum, using a variety of software but focussing on Adobe Photoshop. Students will be required to demonstrate skills in visual analysis, through exploring imaging techniques such as composition, framing, depth of field, shutter speed, lighting, exposure and viewpoint. They will experiment with processes, techniques, abstracting, designing, illustrating and documenting and will learn to demonstrate an expressive and personal response in their work, appropriate for the given task or stimuli.

Assessment Structure

Using their new found photographic and digital imaging skills from Year 9 students will move on to the formal assessment structure in Year 10.

60% Coursework: Students will produce a portfolio of work showing their personal responses to a variety of starting points, briefs, scenarios and stimuli. This will include a more sustained project demonstrating their ability to draw together different areas of knowledge through the creative process. Students have approximately 45 hours (15-18 school weeks as a guide) in which to produce their portfolio.

40% Final Examination Project: Question papers are issued to candidates on or after 1 January in their final year - Students have a range of written and visual starting points, briefs, scenarios and stimuli, from which they must choose **one** to base their personal response.

Special Features

This is a highly practical course which will include opportunities to visit different locations to experiment with photographic techniques. There are also many 'in house' photo shoots with a wide variety of subjects provided. However students will also have to write up all practical work and produce a substantial portfolio of evidence. Students will need to have demonstrated an aptitude for Art in KS3 and have a good understanding in ICT.

Why study this subject

The skills developed during GCSE Photography can be applied and used to support studies and learning in a wide variety of subjects and can lead into Photo Journalism, Wildlife Photography, Conservation, Media and many other fields.

Students MUST have access to a good quality digital camera at home as it is essential to meet the requirements of this course and complete homework. Independent photo shoots will be required from September. A camera on a phone will not be sufficient as due to safeguarding rules students cannot upload images from their phones onto school computers. they must use SD memory cards.



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Cambridge National Level 2 in Sports Science

Students selecting Physical Education/Sport will be placed into either GCSE Physical Education or Cambridge National Sports Science. The student will be placed into the area of study that is most suitable.

Course Description

Elite sport has embraced sport science disciplines wholeheartedly in the past few decades, moving from a perspective which assumed the primacy of natural talent in producing outstanding performance, to one which considers every minute detail of an athlete's training programme, rest time, environment and psychology in the pursuit of excellence. The Cambridge National in Sports Science offers students the opportunity to study key areas of sports science, including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles and psychology in sport and sports performance.

Theoretical Content:

Units Studied:

Reducing the risk of sports injuries (exam)

Applying principles of training

The body's response to physical activity

Sports psychology

Assessment Structure:

Each unit is broken into a specified amount of tasks which target different learning aims. Tasks will be submitted on the specified hand in date, marked internally and returned to students with guidance on how to improve. Tasks will then be re submitted one week later and given a final mark. However, the unit 'Reducing the risk of sports injuries' is externally assessed as a one hour examination paper. OCR sets and marks the paper, which is taken by the learner under examination conditions and is worth 25% of the final mark.

Course is equivalent to one GCSE

Special Features: This course is suited to students who favour coursework compared to exams in that only 25% of the final mark is externally assessed in examination conditions. The course also does not require high levels of practical sporting ability, however a keen interest in sport and exercise is a key requirement.

GCSE Physical Education

Students selecting Physical Education/Sport will be placed into either GCSE Physical Education or Cambridge National Sports Science. The student will be placed into the area of study that is most suitable.

Course Description

Physical Education will give you the chance to improve your knowledge and performance in a range of practical activities and give you the chance to learn about the principles and practices which lead to good performance. The course will help you to develop your confidence, self-esteem and a sense of team spirit. The qualification can lead to further study of Physical Education, or Leisure and Recreation, or to a career within the Sport and Leisure industry.

Assessment Structure

You will be assessed through 2 x 1 hr 15 minute examinations (60%), one coursework task (10%) and three practical performances (30%).

Written Paper 1: The Human Body and Movement in Physical Activity and Sport: 1 hour and 15 minutes. Included topics:

- The structure and functions of the musculoskeletal system
- The structure and functions of the cardio-respiratory system
- Anaerobic and aerobic exercise
- The short and long term effects of exercise
- Lever systems
- Planes and axes of movement
- Physical training

Written Paper 2: Socio-Cultural Influences and Wellbeing in Physical Activity and Sport: 1 hour and 15 minutes.

Included topics:

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

Practical Performance in Physical Activity and Sport: Three Assessments; one team sport, one individual sport and one other.

Special Features

Physical Education students are expected to be the elite band of physical performers within the year group, students are required to be involved in the Academy representative teams and engaged in sport outside of Academy time. Students looking to enter into this qualification must also have a keen interest in Biology as this forms a large part of the paper 1 assessment.



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GCSE Psychology

Course Description

A GCSE in Psychology will require you to use skills from English, Mathematics and Science as we will be exploring themes from Language, Thought and Communication to the Brain and Neuropsychology.

Throughout the Psychology GCSE course, students will:

- Gain an understanding of how the human mind works and how this leads to our behaviour
- Learn about the fundamentals of psychology through exploring different approaches to human behaviour
- Develop skills of critical analysis and start to become reflective thinkers
- Begin to think independently about issues raised
- Develop research skills by conducting their own studies
- Learn how psychology is central to everyday life in everything from trying to remember words for a test to why some people follow the crowd and others don't
- Gain an understanding of psychological problems
- Understand how psychology fits in to individual, social and cultural diversity

Assessment Structure

There is no coursework in the GCSE Psychology course. Students will be assessed through two 1 hour 45 minute exams at the end of Year 11 which make up 100% of the assessment for this GCSE. These include multiple choice, short answer and essay questions which require extended writing skills.

Special Features

Students on the GCSE Psychology course engage with and enjoy the topics covered as they find them very relevant to their own lives. They like finding out about the science behind topics such as perception, child development, memory, social influence, and neuropsychology. It helps them to understand what is going on around them and how they can put some of the knowledge gained into practice; such as memory techniques to improve study skills, which also helps them in other subjects. Students also enjoy doing the practical work that goes with each topic as they have ample opportunity to design, conduct, and evaluate their own experiments.

GCSE Religious Studies

Course Description

This is an informative and highly focused course in which students seek to investigate and understand the views and beliefs held by the followers of two major world religions, Christianity and Judaism. There is an in depth investigation on the content of the two faiths which looks at what their followers believe, how it influences their actions and what they do as practice to promote and celebrate their religion. It is an excellent way for students to take on board very different and sometimes apparently contentious religious viewpoints on a range of issues and understand why many Jewish and Christian people hold such devout and varied perspectives on topics that can seem very clear cut to a modern non-religious point of view.

The course also looks at ethical points of view from the theological and philosophical perspectives contained in the holy books and teachings of the two religions. We will examine their followers' opinions and actions on topics such as relationships, the sanctity of life and punishment and conflict. Such views on these topics can often seem confusing to people who have not been brought up in a religious background and as the majority of the world does follow such beliefs, it is an excellent opportunity for students to expand their world view.

Assessment Structure

Students will be assessed via two external examinations in Year 11.
The course is AQA Religious Studies A (8062).

Special Features

You do not need to have any religious affiliation to make the most of this course. It is based on the skills of gaining knowledge, understanding and being able to evaluate different religious points of view on the various issues studied. You will be encouraged to empathise and research as well as develop and explain your personal points of view. The knowledge and communication skills taught in this subject will be valuable in other subjects and life in general.

GCSE Sociology

Course Description

A GCSE in Sociology will require you to use a wide range of skills including English, Mathematics and Science. We will be reading articles, writing essays, analysing data and conducting our own research.

Throughout the Sociology GCSE course students will:

- Gain an understanding of how society works
- Learn about the fundamentals of sociology through learning about the work of a number of key sociologists
- Develop skills of critical analysis and start to become reflective thinkers
- Begin to think independently about issues raised and to consider the impact they have on our lives
- Develop research skills by conducting their own studies
- Learn how sociology is central to everyday life in everything from education to family structures to crime and deviance
- Gain an understanding of psychological problems
- Understand how sociology fits in to individual, social and cultural diversity

Assessment Structure

There is no coursework in the GCSE Sociology course. Students will be assessed through two 1 hour 45 minute exams at the end of year 11 which make up 100% of the assessment for this GCSE. These include multiple choice, short answer and essay questions which require extended writing skills.

Special Features

Students on the GCSE Sociology course engage with and enjoy the topics covered as they find them very relevant to their own lives. They like finding out about the thinking behind topics such as crime and deviance, families, education and social stratification. It helps them to understand what is going on around them and encourages them to engage with current affairs in a critical way.

