



Year 8

Key Stage 4

Options Course

Information Booklet

2018

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What is this booklet all about?

This booklet is to help you to choose the subjects you will be studying for the next three years while you will be in Key Stage 4. You will take examinations in the subjects you choose and they may shape your future, the next stage of your education and your future career.

How will know which course I need for a career?

For the majority of you, a broad choice of courses at this stage will keep your options open.

It is a good idea to make a list of the course you are interested in.

Get advice from our career mentor, **Mrs. Ridgeway**, who will come to your assemblies and be at subject talks. She is based in the library at breaks and lunchtimes.

Will I get all of my options choices?

It is hoped that most of our pupils will get their first choices. However, with so many pupils making choices it is impossible to guarantee that everyone will get their first choice.

You should therefore make sure that all of your choices and your reserve choices are subjects that you want to study.

You have plenty of time to make sure that

you are certain about your decisions—use your time carefully and productively. Speak to as many people as possible.

The deadline for handing in your options choices is Thursday March 22nd 2018.

Option forms need to be handed to your tutor or be submitted during your options interview.

Things to remember when making your choices

We advise you to choose a subject because:

- You are successful in the subject and you enjoy it!
- It will help you realise your future career
- It will help you develop skills you think you need for the future
- You want to study this subject in the future
- It complements other subjects you are studying of the course.

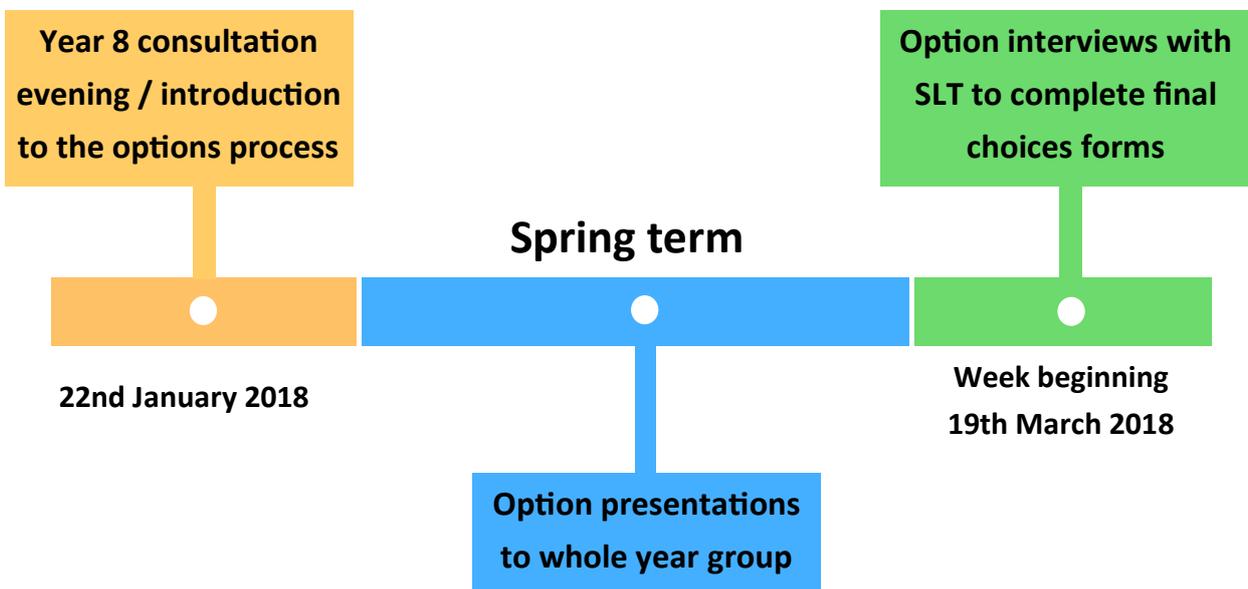
We advise you NOT to choose a subject because:

- You like the teacher you have now; you may not have the same teacher next year.
- Your friends have chosen it
- You can't think of anything else to do
- Someone else thinks you should study the subject.

So how do I make my choices?

- Read the information in the booklet carefully.
- Talk to the subject teachers on consultation evening and in your lessons.
- Listen carefully in the careers / options assemblies.
- Talk to your tutor
- Talk through your choices with your parents
- Talk to the careers mentor, Mrs. Ridgway
- Talk to your Head of Year, Mr. Lowe

Year 8 Options Timeline



Core Curriculum

There are subjects which every pupil must study. These will form the

Core Curriculum:

English Language

English Literature

Mathematics

Science

Physical Education (non examined)

Mathematics

Mathematics helps you to develop your thinking, problem solving and numeracy skills and prepares you for the world of work.

Science

Studying science will help you broaden your understanding of the world around you. Every pupil must cover a broad based science curriculum including biology, chemistry and physics. There are two courses: Triple Science (worth three GCSEs) or Combined Science (worth two GCSEs).

English

Being able to read and write with confidence and a high level of accuracy is essential for future success. The skills you learn in English will not only help you if you choose an academic route, they will also help you in everyday adult life.

Physical Education

Physical Education as a core subject will support you in developing an active and healthy lifestyle. In addition, PE is available as a option subject.

What are the aims of the course?

- GCSE English Language offers pupils a skills based approach to studying the written word and producing their own creative writing.
- A range of literary fiction and non-fiction will be studied, introducing pupils to a wealth of styles and genres from the last three centuries. Through this pupils will develop higher order reading and critical thinking skills that encourage an inquiring mind

What will I learn?

Pupils will learn how to closely and independently analyse fiction and non-fiction texts and they will develop a range of strategies for structuring their written analysis within short and extended answers.

Pupils will also develop their creative skills, producing both imaginative and transactional writing pieces, such stories, speeches, letters and articles. This requires them to demonstrate confident control of spelling, punctuation and grammar. They will also develop a wide ranging vocabulary which can be used to create effects for their readers.

Progression and career Opportunities?

The Edexcel GCSE course provides experience and scaffolding to access A Level courses in English, English Language and Creative Writing. The skills acquired will also be of benefit for any analytical or essay based subject in further education such as Psychology and Sociology. Study of English Language builds a pathway towards many careers in areas such as Journalism, Media and Public Services.

Further Information

Pupils follow the Pearson/Edexcel syllabus Many extra curricula opportunities to enhance learning are provided by the department (for example, Debate Mate and local and national creative writing competitions) Revision guides and recommended reading lists to prepare for GCSE can be provided by your child's class teacher on request.

For more information contact:

Mrs Jo Whitehouse—Director of English
j.whitehouse@reddish.stockport.sch.uk

What are the aims of the course?

- GCSE English Literature offers pupils the opportunity to study 19th, 20th, and 21st century literature
- Pupils will evaluate and respond critically to a range of whole texts, including works by Shakespeare, Dickens, JB Priestley, and a range of poetry
- Through this pupils will develop higher order reading and critical thinking skills that encourage an inquiring mind, develop the habit of reading widely and often, and write effectively for a range of purposes

What will I learn?

Pupils will learn skills and analyse a wide range of texts from the English Literary Heritage up to the present day. They will develop a critical and academic writing style to enable them to plan and structure essays and extended responses independently.

They will be challenged to consider a range of historical contexts, including attitudes and values from Shakespearean and Victorian up to modern society. They will be encouraged to question these values and assumptions and develop independent ideas and opinions on a range of topics and issues.

Progression and career Opportunities?

The Edexcel GCSE course provides experience and scaffolding to access A Level courses in English Literature, Media and Film studies. The skills acquired will also be of benefit for any analytical or essay based subject in further education, particularly History, Geography and Languages. Study of English Literature builds a pathway towards many careers in areas such as Law and Politics.

Further Information

Pupils follow the Pearson/Edexcel syllabus. Many extra curricula opportunities to enhance learning are provided by the department (for example, visiting writers and poets, theatre trips and enrichment visits to museums and historical locations)

Revision guides and recommended reading lists to prepare for GCSE can be provided by your child's class teacher on request

For more information contact:

Mrs Jo Whitehouse—Director of English
j.whitehouse@reddish.stockport.sch.uk

What are the aims of the course?

The Mathematics Department at Reddish Vale Academy Trust aims to provide pupils of all levels and aspirations a strong foundational understanding of Mathematics. Pupils will gain fundamental numeracy skills, linking and supporting the wider curriculum, whilst being able to apply functional skills to problems in the outside world. For pupils wishing to pursue a career in Mathematics, the higher mathematics pathway allows pupils to encounter a wide variety of mathematical ideas and techniques. We introduce additional technical knowledge, and ensure that our students are proficient in complex mathematical processes and mathematical reasoning, essential in the study of A-Level mathematics.

What will I learn?

Pupils will study a range of mathematical strands, which, as broad topic areas, are:

Number, Algebra, Ratio, Geometry, Probability and statistics.

The weighting and content of these strands will depend on the pathway the student is following, with a higher weighting of algebra and geometry on the higher pathway.

Progression and career Opportunities?

Many companies now expect the 'basics' in Mathematics as an initial requirement. For students wishing to study Mathematics beyond GCSE level there are a wealth of employment opportunities. A selection of the many potential careers are:

Accountancy, Aerospace & Defence, Automotive, Biosciences, Business support services, Chemicals, Construction, Consultancies, Education, Engineering, Environment, Exploration Geophysics, Financial Services, Food & Drink, Government, Healthcare, Insurance, IT & Computing, Manufacturing, Media, Metals & Minerals, Operational Research, Pharmaceuticals, Recruitment, Academic Research, Science, Telecoms, Transport/Travel, Utilities.

Further Information

A detailed overview of the course, contents and support materials for pupils can be found at:

<https://allaboutmaths.aqa.org.uk/newspec8300>

For more information contact:

Mr Ben Matthews—Director of Mathematics
b.matthews@reddish.stockport.sch.uk

COMBINED SCIENCE

2 GCSE QUALIFICATIONS

Number of
Exams:

6

Controlled
Assessments:

0

What are the aims of the course?

The Science GCSE is split into three main areas of discipline, Biology, Chemistry and Physics, with each area taking an equal share of the teaching time. The aim of the GCSE is to teach pupils about the world around them and how it works to allow life and many other processes to take place.

All pupils are required to take Science GCSE which will award them two GCSE grades at the end of the course. Pupils will be assessed throughout the course and will be submitted for either the Standard or Higher exam paper.

What will I learn?

There are many underlying skills within science that cross the three disciplines, including use of Maths to calculate results, use of English to explain observations or ideas and the ability to analyse an experiment and highlight areas for improvement.

The course is then separated into two halves with Biology, Chemistry and Physics all having a paper 1 and a paper 2 section meaning pupils will sit six exams total for Science.

Pupils will be taught the content for each paper in succession, but will not sit the exam for either paper until the summer of year 11. There is no longer any coursework element to the science GCSE.

Progression and career Opportunities?

Science is seen as a desirable skill by nearly all employers and further education institutions, it is a marker which shows a pupils' ability to take English and Maths and combine them into explaining the world around them.

Further Information

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

For more information contact:
Mr Ben Charles—Director of Science
b.charles@reddish.stockport.sch.uk

Number of
Exams:

6

Controlled
Assessments:

0

TRIPLE SCIENCE

CHEMISTRY, PHYSICS & BIOLOGY

What are the aims of the course?

Pupils with a particular academic ability for Science will be selected to complete the Separate Science GCSE course. This will involve pupils completing more scientific content in their lessons and sitting longer exams at the end of year 11. They will receive three separate GCSE grades instead of the standard two, with grades relating to Biology, Chemistry and Physics individually.

Progression and career Opportunities?

Progression:

A levels in science, but this course also teaches transferrable skills for all subjects in further education.

Career Opportunities:

Pupils who have studied triple science have gone on to careers in medicine, dentistry, engineering and business.

Further Information

Specification links:

https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/Edexcel_GCSE_L1-L2_Biology.pdf

For more information contact:

Mr Ben Charles—Director of Science
b.charles@reddish.stockport.sch.uk

What will I learn?

Biology

Paper 1

- Key concepts in biology
- Cells and control
- Genetics
- Natural selection and genetic modification
- Health, disease and the development of medicines

Paper 2

- Key concepts in biology
- Plant structures and their functions
- Animal coordination, control and homeostasis
- Exchange and transport in animals
- Ecosystems and material cycles

Chemistry

Paper 1

- Key concepts in chemistry
- States of matter and mixtures
- Chemical changes
- Extracting metals and equilibria
- Separate chemistry 1

Paper 2

- Key concepts in chemistry
- Groups in the periodic table
- Rates of reaction and energy changes
- Fuels and Earth science
- Separate chemistry 2

Physics

Paper 1

- Key concepts of physics
- Motion and forces
- Conservation of energy
- Waves
- Light and the electromagnetic spectrum
- Radioactivity
- Astronomy

Paper 2

- Key concepts of physics
- Energy - Forces doing work
- Forces and their effects
- Electricity and circuits
- Static electricity
- Magnetism and the motor effect
- Electromagnetic induction model

Key Stage 4 Pathways

At Reddish Vale High School we are focused on ensuring that pupils achieve the best possible outcomes. We are also dedicated to ensuring that we offer as broad and balanced a curriculum as we possible can to ensure that all our pupils are prepared for the next stage of their education.

It is important that the options process is taken seriously; pupils need to select a combination of subjects that will enable them to follow their chosen future career / study paths. It is also important that pupils are not disadvantaged relative to pupils in other schools.

Each pupil will be placed in the pathway that is best suited to meet their academic needs.

Aspiration Pathway

Subjects studied:

English Language, English Literature, Mathematics, Triple or Combined Science, Physical Education (non-examined), a Humanities subject (either History or Geography), a language (either French or German), and two further option subjects which may include Computer Science.

Independence Pathway

Subjects studied:

English Language, English Literature, Mathematics, Combined Science, Physical Education (non-examined), a Humanities subject (either History or Geography), a language (either French or German), and two further option subjects.

Respect Pathway

Subjects studied:

English Language, English Literature, Mathematics, Combined Science, Physical Education (non-examined), a Humanities subject (either History or Geography), and three further option subjects.

Determination Pathway

Subjects studied:

English Language, English Literature, Mathematics, Combined Science, Physical Education (non-examined), a Humanities subject (either History or Geography), and two further option subjects. Alongside this pupils may have a bespoke pathway which includes additional Literacy and Numeracy.

HISTORY

Number of
Exams:

3

Controlled
Assessments:

0

What are the aims of the course?

In History we explore the events of the past and the important lessons we can learn from them. We encourage all students to be independent learners; not to believe what they are told but to research and examine the evidence for themselves. We aim for students to develop the transferable skills they need to improve within history, the wider curriculum and to access further education.

The aims and objectives of this qualification are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Further Information

For more information contact:

Mrs Claire Travis—Head of History
c.travis@reddish.stockport.sch.uk

What will I learn and how am I assessed?

Paper 1: Thematic study and historic environment – Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city

The thematic study requires students to understand changes and continuity across a long sweep of history. Students will study the key developments, turning points and factors in the history of medicine in Britain.

Paper 2: British Depth Study and Period Study – Anglo-Saxon and Norman England c1060- c1088 and Superpower relations and the Cold War, 1941—91

The depth study focuses on a short time span and requires students to understand the complexity of a society and a historical situation and the interplay of different aspects within in.

The period study focuses on a medium time span of at least 50 years and requires students to understand the unfolding narrative of a substantial development/issue associated with the period.

Paper 3: Modern Depth Study – Weimar and Nazi Germany c1918-c1939

The in-depth study focuses on a short time span and requires students to understand the complexity of a society and the interplay of different aspects within it. Students will study, amongst other things, the state of Germany after WWI, the origins of the Nazi Party, the reasons for the rise of Hitler in the early 1930s and life in Germany for various groups of people, including children, women, the disabled and the Jews.

Progression and career Opportunities?

History helps students develop a number of transferable skills that will enable them to access further education. History could lead to careers in education, law, journalism and much more.

GEOGRAPHY

Number of
Exams:

3

Controlled
Assessments:

0

What are the aims of the course?

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Progression and Career

Related college courses include A levels in sciences, business, economics, ethics, geography, government and politics, history, leisure and tourism, and sociology. Geography students have excellent transferrable skills which attract employers from all sectors.

Further Information

Field work is an important aspect of this qualification. Pupils should be prepared to take their learning outside of the classroom.

How will I be assessed?

Paper 1 – Living with the Physical Environment

3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills

How it's assessed: written exam: 1 hour 30 minutes

Paper 2 – Challenges in the Human Environment

3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills

How it's assessed: written exam: 1 hour 30 minutes

Paper 3 – Geographical Applications

3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills

How it's assessed: written exam: 1 hour 15 minutes

- Pre-release resources booklet made available 12 weeks before Paper 3 exam

What will I learn?

You will gain a wide range of very employable and transferrable skills and attributes. These include:

- Subject knowledge that is highly relevant to many of the challenges facing society and the environment today;
- Specialist and transferable skills including statistical, spatial and environmental analysis alongside other quantitative and qualitative skills;
- Strong analytical and research skills, critical analysis, ability to judge evidence and work across the social and natural sciences;
- An ability to collect, understand and interpret complex data and communicate it to a variety of audiences;
- Tackling problems and examining big issues at a variety of scales and from different perspectives;
- The experience of working in a team, including through field research;
- An interest in how the world works, contemporary issues and other cultures.

For more information contact:

Mr Andrew Ryan—Head of Geography
a.ryan@reddish.stockport.sch.uk

What are the aims of the course?

German allows students to develop their ability to communicate with native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of culture of the communities and countries where the language is spoken.

What will I learn?

During this course pupils will:

- Develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy.
- Express and develop thoughts and ideas spontaneously and fluently listen to and understand clearly articulated, standard speech at near normal speed.
- Deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts.
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts.
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- Be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge.
- Develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment.
- Develop language strategies, including repair strategies.

How will I be assessed?

- **Listening and understanding in German:** Students are assessed on their understanding of standard spoken French by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female German speakers.
- **Speaking in German:** Students are assessed on their ability to communicate and interact effectively through speaking in German for different purposes and in different settings.
- **Reading and understanding in German:** Students are assessed on their understanding of written German across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.
- **Writing in German:** Students are assessed on their ability to communicate effectively through writing in German for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Ger-

Progression and career Opportunities?

Career opportunities are wide and varied ranging from teaching to hospitality to working within a large company as part of their international team. UK companies have indicated that almost £50 Million was lost last year through our inability to complete business in a second language.

Further Information

For more information contact:

Mr Robert Hillier—Head of Modern Foreign Languages

r.hillier@reddish.stockport.sch.uk

What are the aims of the course?

GCSE French (Edexcel) allows students to develop their ability to communicate with native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of communities and countries where the language is spoken.

What will I learn?

During this course pupils will:

- Develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy.
- Express and develop thoughts and ideas spontaneously and fluently listen to and understand clearly articulated, standard speech at near normal speed.
- Deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts.
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts.
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- Be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge.
- Develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment.
- Develop language strategies, including repair strategies.

How will I be assessed?

- **Listening and understanding in French:** Students are assessed on their understanding of standard spoken French by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female French speakers.
- **Speaking in French:** Students are assessed on their ability to communicate and interact effectively through speaking in French for different purposes and in different settings.
- **Reading and understanding in French:** Students are assessed on their understanding of written French across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.
- **Writing in French:** Students are assessed on their ability to communicate effectively through writing in French for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in French.

Progression and career Opportunities?

Career opportunities are wide and varied ranging from teaching to hospitality to working within a large company as part of their international team. UK companies have indicated that almost £50 Million was lost last year through our inability to complete business in a second language.

Further Information

For more information contact:

Mr Robert Hillier—Head of Modern Foreign Languages

r.hillier@reddish.stockport.sch.uk

What are the aims of the course?

The aim is for students to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the skills to explore, create and communicate their own ideas.

Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through the creation of a portfolio of work and by responding to an externally set assignment.

What will I learn?

Students will develop their knowledge and skills in a range of areas including

- Drawing
- Painting
- Pottery
- 3D work
- Mixed media
- Artist research
- Computer programmes such as PhotoShop

Progression and career Opportunities?

What can I do at college if I achieve a GCSE in this subject?

A level Art and Design, BTEC Art and Design. All other Art and Design based course e.g. photography, fashion design, 3D design.

This course will help you gain qualifications relevant to the Arts industries such as advertising and illustration.

Further Information

BBC Bitesize Link:

<http://www.bbc.co.uk/schools/gcsebitesize/art/>

Specification link:

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

For more information contact:

Mr Adam Sholes—Director of Creative Arts
a.sholes@reddish.stockport.sch.uk

What are the aims of the course?

GCSE Business (Edexcel): this course is divided into two themes. In the first you will learn key business concepts, issues and skills involved in starting and running a business. The second theme looks at how a business develops beyond the start-up phase, learning the concepts and issues on how to grow a business.

The course is engaging and inspiring, it reflects the demands of a truly modern & evolving business environment- it will enable students to develop as commercially minded and enterprising individuals and helps them succeed in their chosen pathway.

What will I learn?

Theme 1: Investigating small business

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 2: Building a business

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

How will I be assessed?

Theme 1: Investigating small business

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Business consists of two externally-examined papers.

Theme 1: Written examination: 1 hour and 30 minutes
50% of the qualification (90 marks)

Theme 2: Written examination: 1 hour and 30 minutes
50% of the qualification (90 marks)

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination, but pupils will need to know all the formulae.

Progression and career Opportunities?

Students can progress from this qualification using a range of pathways., including employment and training for example; a level 3 business apprenticeship. As well as supporting their studies in a range of level 3 subjects, business specific qualifications include: GCE A Level Business or a vocational route with Level 3 BTEC Level 3 Nationals in Business

Further Information

This qualification in business will enable pupils to understand more about the business world.

Specification link:

http://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/GCSE_Business_Spec_2017.pdf

For more information contact:

Ms Gail Vickers—Head of Computing & ICT
g.vickers@reddish.stockport.sch.uk

What are the aims of the course?

GCSE Citizenship engages pupils in topics such as crime and the legal system, human rights, politics and world issues. The course prepares young people to become critical, well informed and active citizens.

Progression and career Opportunities?

Studying Citizenship gives an introduction to social sciences such as law, sociology, politics and economics.

It prepares pupils for careers in law, social work, the armed forces, teaching and local and national politics.

Further Information

NOTE: the course is literacy based and requires ability to write detailed responses to questions .

Link to exam board and specification:

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

For more information contact:

Ms Charlotte Taylor—Head of Citizenship & RE
c.taylor@reddish.stockport.sch.uk

What will I learn?

The course is structured into 5 themes

Theme A: Living together in the UK

- Changing UK population
- Migration
- Discrimination
- Human rights
- Employment rights
- Consumer rights
- Local councils

Theme B: Democracy at work in the UK

- Elections
- Voting systems
- Parliament
- Political parties
- Law making
- Devolution
- Budgets

Theme C: Law and Justice

- Criminal vs. Civil law
- Criminal Justice System
- Courts
- Sentencing
- Reoffending
- Prison
- Crime reduction

Theme D: Power and Influence

- Pressure groups
- MEDIA
- European Union
- United Nations
- International court of justice

Theme E: Taking Citizenship action

Pupils plan and take part in an active campaign on an issue of their choice. Historic campaign topics have included:

- Human trafficking
- Police Cuts
- Sports Discrimination
- Lowering the voting age
- Homelessness and poverty

COMPUTER SCIENCE

Number of
Exams:
2 (80%)

Controlled
Assessments:
1 (20%)

What are the aims of the course?

GCSE in Computer Science (OCR) is engaging and practical, encouraging creativity and problem solving. It will encourage you to develop understanding and application of the core concepts in computer science. You will also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

Progression and career Opportunities?

Students can progress from this qualification using a range of pathways, including employment and training for example; a level 3 computer science related apprenticeship. As well as supporting their studies in a range of level 3 subjects, Computer Science specific qualifications include: GCE A Level Computer Science or a vocational route with BTEC Level 3 Nationals in

Further Information

NOTE: there is a programming element to this course and good mathematical and problem solving skills are essential.

How will I be assessed?

Unit 1 – exam 1 hour 30 minutes 40%

Unit 2 – exam 1 hour 30 minutes 40%

Unit 3 programming project –non-exam assessment 20 hours* **Subject to change**

What will I learn?

Unit 1

Computer systems
Systems Architecture
Memory
Storage
Wired and wireless networks
Network topologies, protocols and layers
System security
System software
Ethical, legal, cultural and environmental concerns

Unit 2

Computational thinking, algorithms and programming
Algorithms *
Programming techniques
Producing robust programs
Computational logic
Translators and facilities of languages
Data representation

Unit 3

Programming project * (**This is currently subject to change**)
Programming techniques
Analysis
Design
Development
Testing and evaluation and conclusions

For more information contact:

Ms Gail Vickers—Head of Computing &ICT
g.vickers@reddish.stockport.sch.uk

What are the aims of the course?

OCR Level 1/2 Cambridge National Certificate in Creative iMedia. Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. This qualification will help you to develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts.

Progression and career Opportunities?

Cambridge Nationals provide a strong base for progression to Further Education, whether it is on to the Level 3 Cambridge Technicals or A Levels, apprenticeship or the work place.

Further Information

Link to exam board specification / information:

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

How will I be assessed?

Unit R081 – internally assessed (portfolio of evidence) 25%

Unit R082 – one exam paper 1 hour 30 minutes - 25%

2 x Optional units - internally assessed (portfolio of evidence) 25%

What will I learn?

Unit R081: Pre-production skills

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

Unit R082: Creating digital graphics

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

Optional units include:

Creating a multipage website

Creating interactive multimedia products

Creating a digital video sequence

Developing digital games

For more information contact:

Ms Gail Vickers—Head of Computing &ICT
g.vickers@reddish.stockport.sch.uk

DANCE

Number of
Exams:

1

Controlled
Assessments:

3

What are the aims of the course?

This course aims to teach pupils to:

- Develop knowledge, understanding and skills for **performance**
- Develop knowledge, understanding and skills for **choreography**
- Develop knowledge and understanding of **critical appreciation of own work**
- Develop knowledge and understanding of **critical appreciation of professional set works**

What will I learn?

- To develop your physical skills including posture, alignment, strength, flexibility, co-ordination
- To develop your technical skills to enable you to accurately perform a range of actions, dynamics, space and relationships
- To develop your expressive skills including projection, focus and musicality
- To develop your mental skills including movement memory, commitment, concentration and confidence
- To develop your ability to apply a range of choreographic processes including selecting, structuring, researching and refining
- To develop your ability to apply a range of choreographic devises
- To develop your skills to be able to critically appreciate your own work and the professional set works

How will I be assessed?

- Performance: 30% of GCSE (40 marks) Internally marked and externally moderated
- Choreography: 30% of GCSE (40 marks) Internally marked and externally moderated

Progression and career Opportunities?

Careers in the performing arts industry could be an option by studying GCSE Dance. Other careers include: teaching, education outreach in creative arts, marketing and publicity in the creative arts,

Course break down

Performance (30%)

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

Choreography (30%)

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

Dance appreciation (40%)

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

For more information contact:

Ms Carolyn Forsyth (Deputy Headteacher)
c.forsyth@reddish.stockport.sch.uk

DRAMA

Number of
Exams:

1

Controlled
Assessments:

2

What are the aims of the course?

This course aims to teach pupils to:

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others

What will I learn?

- Numerous new design pathways including make-up, hair, set design, costume, lighting, sound and props. (Pupils will either perform in and/or design for two key extracts from a performance text)
- Devise unique performances based on the style of exciting theatre companies/practitioners
- Opportunities to work with visiting professional theatre companies.
- Visits to London & Manchester to see the best live theatre productions.
- Study and practically explore one complete performance text.
- Pupils will either perform in and/or design for two key extracts from a performance text

How will I be assessed?

- Unit 1: Devising Theatre – internal non-exam assessment 40%
- Unit 2: Performing Theatre - externally assessed by a visiting examiner 20%
- Unit 3: Interpreting Theatre - Written exam: 1 hour 30 minutes 40%

Progression and career Opportunities?

Careers in the performing arts industry could be an option by studying GCSE Drama. Other careers include: teaching, education outreach in creative arts, marketing and publicity, in the creative arts, lighting and sound technician and many more.

Further Information

Frequently asked questions:

Will I have to perform in front of an audience? Yes

Will I have to take part in extra-curricular activities?

This will help your grade and you should be willing to get involved in school productions whenever possible.

Will I have to complete any written work?

Yes. You will complete a portfolio of evidence, create revision notes for your exam and evaluate your performances.

For more information contact:

Ms Rachel Bilgic—Assistant Headteacher
r.bilgic@reddish.stockport.sch.uk

HEALTH AND SOCIAL CARE

Number of
Exams:
1 (40%)

Controlled
Assessments:
1 (60%)

What are the aims of the course?

The BTEC Tech Award Level 2 Health and Social care has been designed to support pupils who want to learn about this vocational sector and the potential it can offer them for their careers or further study. There are two units consisting of a 3 hour exam split into a 1hr question section and a 2 hour controlled condition section to create a wellbeing improvement plan. In addition there is an internally assessed unit of controlled assessment. This structure has been designed to develop the pupils' knowledge and understanding relating to a range of Health and Social Care providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to P.I.E.S. needs, milestones in development, key stakeholders, human development, life events and support available for clients.

What will I learn?

Through this course pupils will explore the Health and Social care sectors, Looking at how people progress through their milestones and the factors that affect this. This will include; human development, social issues, human rights and self concept. Pupils will also look at the different stakeholders within the sectors and how they contribute to the overall well being of those under their care.

Course Outline

A1	Factors affecting health and wellbeing
B1	Physiological indicators
B2	Lifestyle indicators
C1	Health and wellbeing improvement plans
C2	Obstacles to implementing plans

Progression and career Opportunities?

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. Study of the qualification as part of Key Stage 4 learning will help pupils to make more informed choices for further learning either generally or in this sector.

Further Information

<https://www.basw.co.uk/>

<https://www.ukhca.co.uk/>

<http://nationalcareassociation.org.uk/>

For more information contact:

Mr Ciaran Ellis—Head of Food and Health & Social Care

c.ellis@reddish.stockport.sch.uk

HOSPITALITY AND CATERING

Number of Exams:
1 (40%)

Controlled Assessments:
1 (60%)

What are the aims of the course?

The **Eduqas Level 1/2 Award in Hospitality and Catering** has been designed to support pupils who want to learn about this vocational sector and the potential it can offer them for their careers or further study. There are two units consisting of a 9 hour Non-Exam Assessment and a 90 minute exam. This structure has been designed to develop in pupils the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations.

Progression and career Opportunities?

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age group. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers

Course Outline

- Unit 1 - The Hospitality and Catering Industry
- Unit 2 - Hospitality and Catering in Action

What will I learn?

Throughout the duration of this course Pupils will be undertaking both practical and theory lessons. Pupils will develop their practical skills in terms of organisational, culinary skills and presentation skills. Pupils will look at a range of practical skills and will have to demonstrate a wide range of culinary skills. They will need to be willing to handle and try a range of different foods and ingredients.

In theory sessions learners will have to explore the Hospitality and Catering sector. This will consist of developing an understanding of nutrition, types of food service, industry issues, preparation techniques and culinary terms.

Further Information

www.foodsafety.gov
<http://homefoodsafety.org/app>
www.nutrition.org.uk
www.food4life.org.uk/key-stage-four/health-and-nutrition/nutritional-requirements/
www.gdalabel.org.uk/gda/gda_values.aspx

For more information contact:
Mr Ciaran Ellis—Head of Food and Health & Social Care
c.ellis@reddish.stockport.sch.uk

LO1	Understand the environment in which hospitality and catering providers operate
LO2	Understand how hospitality and catering provision operates
LO3	Understand how hospitality and catering provision meets health and safety requirements
LO4	Know how food can cause ill health
LO5	Be able to propose a hospitality and catering provision to meet specific requirements

MUSIC

Number of
Exams:
1 (40%)

Controlled
Assessments:
60%

What are the aims of the course?

GCSE Music (AQA)

The main aim of the music course is to encourage skills that are useful throughout life. This includes concentration, coordination, perseverance, self confidence and esteem as well as relaxation. Music provides all kinds of physical as well as mental benefits. The study of a musical instrument strengthens cognitive skills as well as auditory memory. Music relaxes the mind and reduces stress and anxiety. Alongside this the course aims to improve your performance, composition and listening skills and nurture, support and developing young musicians.

What will I learn?

- How to perform professionally on your instrument or voice.
- How to create your own music using the latest software.
- How to listening and understand music from the latest releases and how its
- The new AQA course prepares students for the real work as they will develop their imagination, creativity and ability to manage a project.
- Visits to London & Manchester to see the best live theatre and music productions.

In addition pupils will receive 1 free music lesson per week from an industry professional.

How will I be assessed?

- **Perform 30%** - Record 2 pieces of your choice:
- **Compose 30%**- Create 2 pieces of music from any style using instruments and the latest software.
- **Listening- exam 40%** - To identify and understand music through listening. Set works are Haydn and the Beatles.

Progression and career Opportunities?

Music can have a wide range of career options both inside and outside the music industry, including: performer, teacher, administrator, songwriter, conductor, recording engineer, manger, promoter or music publisher.

There are also more jobs than ever in the music business related areas.

Further Information

Specification link:

<http://www.aqa.org.uk/subjects/music/gcse/music-8271>

For more information contact:

Mr Adam Sholes—Director of Creative Arts
a.sholes@reddish.stockport.sch.uk

What are the aims of the course?

GCSE PE (Edexcel). There are two written examinations lasting 1 hour 45 minutes at the end of the course, which account for 70% of the overall grade. Practical assessment of 3 sports alongside a piece of coursework in which pupils will plan and complete a Personal Exercise Plan is 30% of the overall grade, therefore we class this an academic subject choice, with 4 out of 5 lessons being classroom based to deliver the theory aspect of the course.

Pupils must be able to show for assessment at least one individual and one team activity. Pupils who are participating at club level or higher outside of school will have an advantage in the assessment process, due to the competitive element of the assessment criteria

What will I learn?

- Fitness and Body Systems
- Health and Performance
- Anatomy and Physiology
- Sport Psychology
- Social and Cultural Influences

Further Information

If you are interested in studying GCSE PE you should start by finding out more about the subject by:

Visiting the Edexcel website:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/about/first-teaching-from-2015-and-2016.html>

Progression and career Opportunities?

The skills and knowledge gained will prepare pupils for further studies in sport and PE and also Biology, including A Level, BTEC and NVQ courses at Level 3 and apprenticeships in sport. This qualification prepares the pupils by developing an in depth knowledge of both the physical and psychological benefits of sport and exercise. Pupils will develop valuable transferable skills in teamwork, communication and social mobility that will be a value to them regardless of the career path they may choose.

It can prepare them for jobs including physiotherapy, sports psychology, strength and conditioning, sports development, sports marketing, personal training, teaching, nursing and sports journalism.

For more information contact:

Mrs Emma Riley—Head of PE
e.riley@reddish.stockport.sch.uk

RELIGIOUS STUDIES

Number of
Exams:
3

Controlled
Assessments:
0

What are the aims of the course?

Religion is a major source of inspiration, meaning, and controversy in human culture, and our department encourages students to become well-informed and independent thinkers

The course provides opportunities for pupils to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life. It also challenges pupils to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in our society and global community.

Progression and career Opportunities?

Choosing Religious Studies can provide excellent training for a variety of careers, such as law, teaching, counselling, journalism, politics, and the arts.

The course also prepares students for studying religious studies, theology, critical thinking, philosophy and laws at college and beyond.

Further Information

NOTE: the course is literacy based and requires the ability to write detailed responses to questions .

Link to exam board and specification:

<http://www.eduqas.co.uk/qualifications/religious-studies/gcse/>

What will I learn?

Component 1 (Exam: 50%)

Students will study the following four themes.

Theme 1: Issues of Relationships

Family life
Weddings
Same sex relationships
Cohabitation
Divorce and remarriage

Theme 2: Issues of Life and Death

Creation
Stewardships
Abortion
Euthanasia
Death & the afterlife

Theme 3: Issues of Good and Evil

Crime
Death penalty
Forgiveness
Evil
Suffering

Theme 4: Issues of Human Rights

Social justice
Censorship
Extremism
Expression
Discrimination

Component 2 (exam: 25%)

Pupils will study beliefs and teachings, and practices in Christianity.

Component 3 (exam: 25%)

Pupils will study beliefs and teachings, and practices in Islam.

For more information contact:

Ms Charlotte Taylor—Head of Citizenship & RE
c.taylor@reddish.stockport.sch.uk

What are the aims of the course?

OCR National in Sport Science Level 2.

The majority of this option choice is coursework based with 3 units of work accounting for 75% of the overall grade. The remaining 25% is a written exam lasting 1 hour on sports injuries. There is very little practical requirement for this course therefore 90% of lessons are completed in a classroom.

Pupils must be able to show independence to research and complete the assessment objectives which are broken down into a series of computer based tasks. As a sports science based qualification, a knowledge of the body systems and their response to exercise and dietary changes is required to be able to produce good quality assignments. Work is graded within one of three mark bands according to the quality and quantity of extended written tasks.

What will I learn?

- The principles of training
- The body's response to exercise
- Diet and nutrition
- Sports injuries and their prevention

Progression and career Opportunities?

The skills and knowledge gained will prepare pupils for further studies in sport and PE, including Cambridge Nationals, BTEC and NVQ courses at Level 3 and apprenticeships in sport. This qualification prepares the pupils by developing their independent research skills and knowledge of physical effects of sport and exercise.

It can prepare them for jobs including strength and conditioning, sports development, sports marketing, personal training, nutritionist, sports coaching, leisure management, teaching and nursing.

Further Information

Link to specification:

<http://www.ocr.org.uk/qualifications/cambridge-nationals-sport-studies-level-1-2-j803-j813/>

For more information contact:
Mrs Emma Riley—Head of PE
e.riley@reddish.stockport.sch.uk

POTENTIAL FUTURE OPTION CHOICES



We are currently investigating the possibility of expanding our option choices to include

- Photography
- BTEC in Land-based Technology

We are in the process of gauging pupil interest and researching the feasibility of each of these option choices.

If / when these courses are officially added to the option choices, parents will be informed via email and the on-line option booklet will be updated.

