

PROGRAMMES OF STUDY

2020-2021



**Richmond School
& Sixth Form College**

Being the best we can be



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Welcome

I hope you found the GCSE Showcase Evening useful and inspiring. This booklet is a guide to support your child in choosing his/her Programme of Study.

Please read through the information as it includes further details about The English Baccalaureate, as well as more about subjects offered, making choices, support available from school and the process to follow. In addition, you will find some very useful 'frequently asked questions' and answers on pages 12 and 13.

As ever, teaching staff are always on hand to advise on specific questions or concerns you may have, prior to submitting the electronic subject choices form by the deadline of Friday 7th February. Parents will have the opportunity of speaking to teachers at the parents' evening on Thursday 30th January.

Information about the subjects will be available on the school's website www.richmondschool.net for future reference.

This is an exciting and challenging time for your son or daughter and we hope that the choices made will help secure good grades and a positive future.

Jim Coldwell, Lead Learning Manager



Our **six core values** closely relate to the next three years of your child's education, both academically and in extra-curricular activities. Along with our vision statement, **Being the best we can be**, they underpin everything we do. Please encourage your child to apply these values on a daily basis.



Government Reforms and The English Baccalaureate

Government reforms have been designed to ensure that all pupils have the opportunity to study a broad range of core subjects, ensuring that doors are not closed to them in terms of future progression. For example, for pupils hoping to go to university, these are the subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most options open. The subjects identified are those included in The English Baccalaureate – English, Mathematics, Biology, Chemistry, Physics, Geography, History and Modern Languages.

At Richmond School, we believe that The English Baccalaureate provides a good basis for an academic programme which best suits the vast majority of our students. It provides a strong foundation for students' next steps in education and/or training, equipping them well for success in an increasingly competitive global society.

The Government has plans for the vast majority of students to take The English Baccalaureate (up to 90% nationally of Year 8 students). This will soon be the norm. It is important to ensure that the current Year 8 students are equally well-qualified as those who will follow in the next few years. Therefore, most of our Year 8 students will take The English Baccalaureate.

Alongside The English Baccalaureate, we provide a curriculum which offers choice and enables students to develop their particular interests and talents. We include a breadth of subject choices to accommodate and foster these.

ALL STUDENTS WILL STUDY:

- English
- Maths
- Separate Sciences (Biology, Chemistry and Physics)
- Core PE (non-examination)

and follow one of these programmes of study:

Programme of Study 1

A **Language** and at least one of **History and Geography**, plus two subjects of their choice

Programme of Study 2

Four subjects of choice which can include a **Language, History or Geography**.

Subject Information

Certain subjects can be studied at A level in the Sixth Form without previous experience of GCSE, other subjects require a GCSE pass to study them at A level.

The following subjects REQUIRE A PASS at GCSE to study them at A level

CORE:

- | | |
|--|----------------------------------|
| ✓ English | ✓ Mathematics |
| ✓ Science (Biology, Chemistry and Physics) | ! Physical Education (see below) |

EXTENDED CORE:

- | | |
|----------|----------|
| ✓ French | ✓ German |
|----------|----------|

FREE CHOICES: Required at GCSE to study A level

- | | |
|----------|-------------------------|
| ✓ Art | ✓ Computer Science |
| ✓ Dance | ✓ Design and Technology |
| ✓ French | ✓ German |
| ✓ Music | |

The following A levels can be studied without the corresponding GCSE

EXTENDED CORE:

- | | |
|-------------|-----------|
| * Geography | * History |
|-------------|-----------|

FREE CHOICES:

- | | |
|--------------------------------------|--|
| * Business Studies | * Economics |
| * Health and Social Care (CTEC) | * IT (Cambridge National in Creative iMedia) |
| * Media Studies | * Performing Arts (CTEC) |
| * Philosophy | * Psychology |
| * Sport and Physical Activity (CTEC) | |

Please note: ! = Core Physical Education is a non-examination subject for all students

Making the right choices

You should ask yourself these four questions:

- Are they subjects that I will enjoy studying the most?
- Have I chosen a good variety of subjects?
- May I wish to go on to study a subject at A level?
- Are the subjects a suitable preparation for the kind of career path I would like to follow?



There are three good reasons why you should choose a subject:

- You enjoy it
- You are good at it
- It is important for your education in general and potentially for your future career

There are four bad reasons for choosing a subject:

- You think it is the type of subject girls always do or the type boys do – don't let stereotypes affect your decision
- Your friend is choosing a particular subject
- You like a member of staff
- You can't think of anything else
- You think it will be an easy subject

We hope that the courses offered will be available to all the students who want them but we will ask you for a reserve choice. Despite every effort to give all the students their preferred choices, this may not always be possible. Alternatives may have to be considered, for the following reasons:

- Too many or too few students opt for a particular course
- We wish to recommend a better range of courses to meet a student's needs
- Combinations of courses are chosen which are impossible to timetable

We will write to you if this is necessary, otherwise you can assume that choices are OK.

Can students change their mind?

We always do our best to ensure that all students' choices can be matched but please bear in mind that students who submit choices after the deadline may not find it possible to be placed on their first-choice courses. As soon as the choices are made, work begins on the timetabling. Alterations to choices may not be possible from this point onwards.

Once a decision has been made and a course has begun, it is extremely difficult to make any changes. It is therefore essential that time and thought be given to the combination of courses to be taken.



Careers support and guidance

We commit to providing a high-quality, planned programme of careers education and guidance for all students.

YEAR 8 AND 9

Students have careers education which helps to provide them with access to information and advice from an early age. Students discuss the world of work, the types of careers available and how careers link to education. This work enables them to be able to make better-informed decisions. It also helps to raise aspirations and improve motivation for learning.

Students spend time carrying out careers research which includes use of online careers software, for example “My first Choices” careers matching software which assesses interests, attitudes and motivations. It will suggest careers and courses based on student answers.

YEAR 10

Students in Year 10 have careers education to develop their understanding of the world of work and to help them to apply their learning to plan ahead for future decision-making.

WORK EXPERIENCE

All Year 10 students have the opportunity to be involved in our Work Experience programme, this takes place each June and July. Students are able to attend work experience in a business in North Yorkshire (and occasionally further afield) and we have strong relationships with local businesses. Examples of the types of placements offered are local primary schools, construction companies, theatres, dentists, supermarkets, nurseries and leisure centres.

YEAR 11

Richmond School is committed to providing all students with impartial careers information, advice and guidance to enable students to make the right choices for their futures. Students in Year 11 have careers education in Learning for Life. This helps them to make decisions about the next steps in their education and careers post-16.

Students also have the opportunity for face-to-face careers interviews with one of our Careers Advisers. Where students require more practical support with college applications this is provided through our Year 11 Student Mentors, for example our partnership with Prospects.

Students also take time to carry out a self-assessment using the online careers software, for example Fast Tomato and icould. Other support that is available includes use of Morrisby.com software which is designed to offer comprehensive and accurate information about an individual. It focuses not only on their interests, motivations and the subjects they are studying, but, most importantly, on their strengths and potential.



FURTHER EDUCATION & APPRENTICESHIPS

We work closely with a range of other education and training providers who offer technical education qualifications or apprenticeships to keep students fully informed of their options. Students have presentations about different local colleges and are able to assess the provision for academic and vocational courses in the area. We also organise trips to local further education colleges, taster events, application workshops and mock interviews for students.

CAREERS EVENTS

Year 11 students have the opportunity to attend external careers events, for example the Skills North East Event at the Metro Radio Arena in Newcastle.

RAISING ASPIRATIONS

We also work in partnership with higher education providers, for example Newcastle University and The University of York who offer visits and workshops.

NATIONAL CAREERS WEEK 2020

Each year in March, National Careers Week is “Topic of the Week” for all year groups and there are careers assemblies and guest speakers from local businesses talking about apprenticeships.

LABOUR MARKET INFORMATION

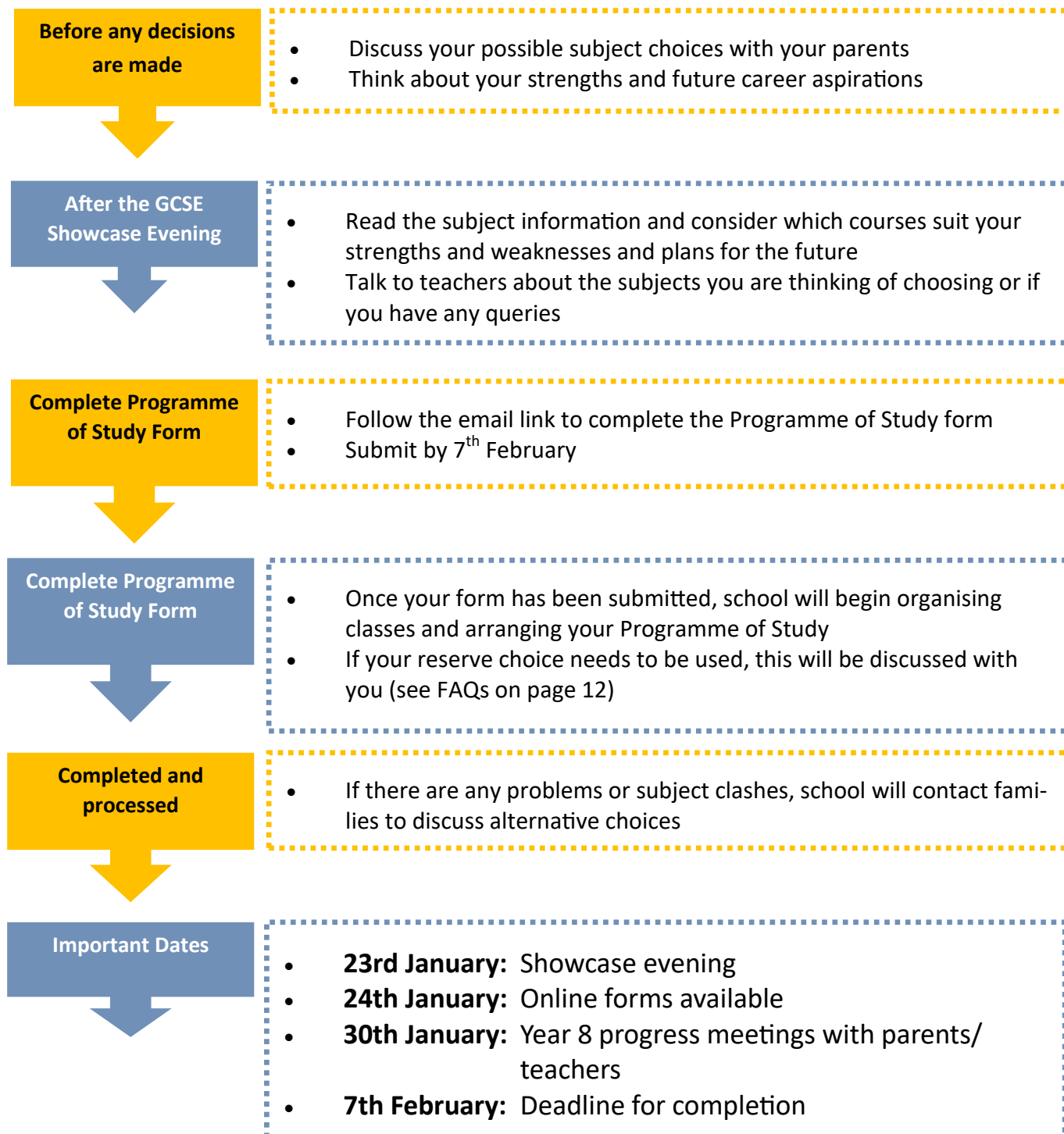
Richmond School is committed to ensuring that all students, parents and carers have access to good-quality information about the labour market and future opportunities. A link on the Richmond School website provides an overview for North Yorkshire and also national trends.



We are delighted to have been awarded the prestigious **Quality in Careers Standard**. The Standard demands meeting rigorous criteria to support students and Richmond School fulfils this through delivering impressive STEM careers events and an impressive work experience programme.

For more information please contact Liz Mannion, Manager, Careers & Employability
e: emannion@richmondschool.net t: 01748 850111

Helping students make their choices



Learning support

Our Learning Support department offers support to students with a wide variety of learning needs in all year groups. Some students are supported throughout their school career, from Year 7 to Year 13, while for others, support is shorter term.

For students preparing for GCSEs, the Learning Support department aims to ensure that students with additional needs are able to meet the challenges of their chosen subjects and that they develop the study skills and confidence needed to cope with the demands of GCSEs. The department works closely with parents/carers, subject teachers and pastoral staff.

WHAT TYPE OF ADDITIONAL NEEDS ARE CATERED FOR?

We have extensive experience of working with students with a wide variety of additional needs, including students with specific learning difficulties, autism and physical or sensory difficulties. Access to support is not dependent on students having a formal diagnosis, nor on whether they have had additional support previously.

Students with additional needs generally access the same courses and opportunities as everyone and should make good progress through high-quality teaching by subject specialists. However, in some cases, an extra layer of support is beneficial. The nature of this support will depend on students' individual needs.

WHAT MIGHT SUPPORT LOOK LIKE?

Assistive Technology

We have a bank of laptops available for students to use in their lessons to support written work. All students have access to Read&Write software, which is used in many workplace settings and schools. The software supports reading and writing and aims to boost students' confidence. It is a useful tool for everyday study, revision and in some cases, exam completion. We can also provide a link to allow home use free of charge.



Access Arrangements

Some students are eligible for additional time, a reader, scribe or use of a laptop in exams and assessments to make sure they aren't disadvantaged by their learning differences. In consultation with teaching staff and parents, the Learning Support department assesses some students for eligibility for access arrangements and ensures that these are available to them when needed.

A Personalised Approach

For some students, additional support with specific study skills can be a big help towards developing their progress. Some students may be mentored, either by a member of the Learning Support team, or by a senior student. Others may have access to additional help from a Teaching Assistant in some lessons.

For a very small number of students, the standard timetable of GCSE courses is not necessarily the best option and, in consultation with parents/carers, a personalised programme of study may be suggested. We will contact parents/carers of students who might be included in this type of arrangement.

Links With Other Professionals

We have strong links with local support agencies and, in consultation with parents/carers, we can make referrals to professionals such as Educational Psychologists, Occupational Therapists, Child and Adolescent Mental Health Services (CAMHS), Physiotherapists, and the Communication and Interaction team.



Yes @ Areté Learning Trust has been developed to promote greater understanding of specific learning differences. It offers support for students, parents and professionals in schools within the wider community. Their training offer includes a range of SEND topics and features national speakers. Details are available on their website www.yesataretelearningtrust.net

Support For The Next Step

The department works alongside the careers and pastoral teams to support students in their planning for the next phase of their education. For example, we can arrange visits to local colleges, additional careers meetings or support in completing application forms. We also liaise with the Learning Support teams in other colleges so they are informed of students' needs.

Communication With Parents/Carers

Regular communication and a close working relationship between school and parents/carers is extremely valuable, especially for students with additional needs. Your knowledge and understanding of your child's needs is essential to help us make the best provision for them, taking account of your child's hopes, interests and ambitions.

WHAT TO DO IF YOU ARE CONCERNED ABOUT YOUR CHILD'S PROGRESS

If you feel that your child is having difficulties with their work, which may be due to some form of barrier to their learning, please don't hesitate to contact the school.

- If your concern involves a specific subject area, please get in touch with their teacher for that subject, or the Lead Teacher in the department.
- If your concerns involve a number of different subjects and you suspect there may be some specific difficulties with some aspect of their learning, please contact the Learning Support department.



The Learning Support Team

For more information please contact Liz Merckx, Special Needs Co-ordinator (SENCO)
e: emerckx@richmondschool.net t: 01748 850111

Frequently asked questions

Are non-core subjects less important than core subjects?

Absolutely not. We value all subjects as highly as each other. Students are strongly recommended to use their subject choices to pursue their passions and the subjects they are most interested in. The core and extended core subjects ensure that students have a solid foundation for further study, so they should not be afraid to choose a combination of creative and artistic subjects if that is where their interests lie.

What are alternative qualifications such as BTEC and CTEC?

These are alternative qualifications to GCSE that are equally as challenging but offer a different approach to learning. The final qualification (if passed at Level 2) is equivalent to a pass at GCSE. Btec is available in Engineering, Ctec in Sport and the Cambridge National in Creative iMedia in IT, so students should talk to these departments if they would like more information.

Why is there a reserve subject on the form?

Despite our best efforts, we cannot offer infinite combinations of subjects. Sometimes, students' choices will clash and we will have to ask them to study their reserve instead. Furthermore, if there are insufficient numbers of students selecting the course, it may not be financially viable to run it. With this in mind, we advise students to put as much thought into their reserve choice as they do their others.

How do GCSE choices affect students going to Sixth Form College and University?

Students will need to have at least 6 good GCSE (or equivalent) passes at grade 4 or above (including English and/or Mathematics) to be accepted into our Sixth Form College. Please note that grade 5 or better in English and Mathematics may be required by universities. In addition, you may need to have a Grade 6 or better in the subject or related subjects you wish to study at A level.

How can students ensure they are matching their GCSEs to their chosen career?

Students should do as much research and take as much advice as they can. We have excellent careers advice within school and both students and parents/carers can make an appointment with Ms Mannion via the school reception.

What if students don't know what they want to do when they leave school?

They do not need to worry about this. Our Programmes of Study ensure a solid foundation for further study. We recommend that students focus on choosing the subjects that they enjoy and do well at, as that should ultimately lead to their success.

How will I know how my child is progressing?

The school 'Aiming High' reports are available to parents/carers at Christmas and Summer. The Aiming High report will give a clear indicator if students are on track to meet their target grades or not.



Some things that parents/carers should consider with students

- Some students might say they like a subject but really they believe it is the easier option. This isn't true – all subjects will be demanding at GCSE level and students will have to work hard to gain a good qualification.
- Some choose a subject to stay in the same class as friends but due to the size of our school and the complex timetable, it is highly unlikely this will happen.
- Some students may be inclined to choose a subject because of the teacher, again due to the timetabling and potential staff changes, a specific teacher cannot be guaranteed.

Will my child be mature enough to study GCSES at Year 9?

Some parents are concerned that it is very early to be studying GCSEs. From research, and from experience of the current Year 9 and Year 10 groups we are confident that students will find the GCSE courses engaging and will be enthusiastic about the learning and cope very well with their chosen subjects.

The current Year 9 and Year 10 students chose GCSEs in Year 8 and they tell us that they feel this is a very positive system and that they are confident in their studies.

How does the school prepare students for GCSE examinations?

Each year we have practice exams called Pre-Public Exams (PPEs). These are analysed and areas of weakness or issues are covered in subsequent lessons throughout Years 9, 10 and 11.



COURSE CONTENT

The GCSE Art and Design course is a broad course which covers a variety of skills through a structured and thematic approach. Students work to develop their ideas in a range of media and materials such as Drawing, Painting, Ceramics, Sculpture, Photoshop and Printmaking. Throughout Year 10, students gain skills and confidence working on common themes before embarking on more personal self-directed themes in preparation for the final exam in Year 11.

The department organises workshops and visits to galleries and exhibitions to support Art History and critical analysis. Students are also encouraged to visit galleries whenever they can to support their studies.

Students are encouraged to take advantage of after-school clubs and workshops which are run by all staff in the department to enable students to develop individual skills and interests and to extend their coursework in smaller groups.



COURSE DETAILS

Qualification: GCSE
Exam Board: AQA
Lead Teacher: Mrs James



ASSESSMENT

Practical 40%
 10-hour exam

Coursework 60%
 Portfolio (two units of work)

ATTRIBUTES FOR SUCCESS

Attributes: Ability to be creative and imaginative whilst being disciplined enough to develop practical techniques and skills.

Interests: An interest in Drawing, Art, Design, Architecture and Visual Culture.

PROGRESSION ROUTE

Progression Routes	Applied Routes	Possible Careers
It offers excellent preparation for A-level Art. Many students go on to study degrees in Graphic Design, Fine Art, Art or Animation.	Apprenticeships in Social Media and Visual Marketing. Graphic Design and Visual Communications Level 3 Fine Art Extended Diploma Level 3 Art and Design Production Level 2 Creative Arts and Media Level 1	Artist Architect Graphic Designer Illustrator Animator Creative roles in Advertising Photographer

COURSE CONTENT

Students will learn about how businesses are operated and will apply their knowledge and understanding of business to different examples, ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. They will develop an understanding of how these contexts impact on business behaviour.

Students will investigate the environments in which businesses operate and consider how factors such as the economy, laws and environmental considerations impact on business success. They will look in detail at the key functional areas of business, learning about how to effectively manage each in order to improve the performance of the business. They will consider the role and importance of the following functional areas:

1. Operations – how goods and services are produced efficiently and how quality is managed
2. Human resources – how organisations are structured and how employees are recruited, motivated and trained
3. Marketing – how products are managed and promoted to consumers, how market research is conducted, the importance of e-commerce and how products are distributed
4. Finance – how businesses raise finance, calculate profit and the analysis of financial performance



Real-life experience of businesses is important and so a visit to a business will take place during the course. This year, students visited The York Chocolate Story and York St. John University.

PROGRESSION ROUTE

COURSE DETAILS

Qualification: GCSE
Exam Board: AQA
Lead Teacher: Mrs C Clish

YORK'S CHOCOLATE STORY



ASSESSMENT

Two x 1¼ hour written examinations.

ATTRIBUTES FOR SUCCESS

Attributes: There will be lots of group work and students will be encouraged to become independent thinkers on business courses.

Interests: Suitable for students interested in finding out more about the world of business and current affairs.

Progression Routes	Applied Routes	Possible Careers
It offers excellent preparation for A-level Business or Economics. Many students go on to study for degrees in Business Management, Business and Marketing, or Human Resources Management.	Apprenticeships in Business Administration, Marketing, Finance, Human Resources and Operations or Business Law. Business and Computing Diploma Level 1 Business Enterprise Level 2 Business Extended Diploma Level 3	Business Manager Human Resources Manager Marketing Accounting and Finance Operations Manager Purchasing Manager Sales Manager Company Law

COURSE CONTENT

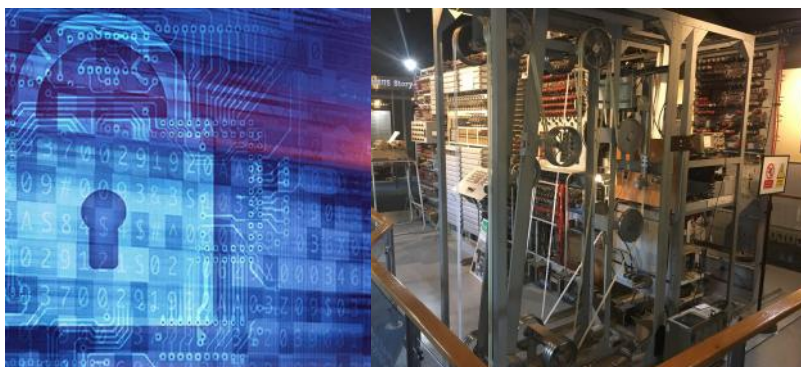
Why study Computer Science?

- Computing offers great opportunities for true creativity and innovativeness.
- The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming.

The course will give students a real, in-depth understanding of how computers and machines work. In Computer Science, students will learn how to understand concepts such as computer logic, algorithms and data representation. Students will develop problem-solving skills, apply mathematics and spend a considerable amount of time developing programming skills using the Python language.

Throughout the course, students will develop their understanding of the components that make up computer systems and how they communicate with each other. Students will also study the impacts of digital technology to the individual and to wider society.

However, it is not just about computer programming, as many topics require students to apply their mathematical knowledge to computing concepts. To be successful, students must be prepared to work outside lessons, practising their programming at home.



COURSE DETAILS

Qualification: GCSE
Exam Board: OCR
Lead Teacher: Ms S Thornton



ASSESSMENT

Each paper is worth 50% of the final mark.

Examination 1 – Computer Systems 1hr 30 exam

- Computer Hardware & Components
- Wired & Wireless Networks
- Cyber Security and Types of Software
- Ethical, Legal Cultural and Environmental concerns.

Examination 2 – Computational Thinking, Algorithms and Programming 1hr 30 exam

- Algorithms
- Programming Techniques
- Computational Logic
- Translators and types of language
- Storing Data

ATTRIBUTES FOR SUCCESS

Attributes: Students should be hard-working, resilient and logical.

PROGRESSION ROUTE

Progression Routes	Applied Routes	Possible Careers
It offers excellent preparation for A-level IT or Computer Science. Many students go on to study degrees in IT and Computer Science.	Apprenticeships in Computer Programming, IT, Software Engineering, Network Support or Cyber Security. Business and Computing Diploma Level 1 Information and Technology Level 2 Software Development Level 3 Networking-Cyber Security Level 3	Software Engineering Computer Programmer Games Designer Teacher Robotics Designer Cyber Security Adviser IT Technician

COURSE CONTENT

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This course recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions.

The study of the anthology of six professional works will develop students' abilities to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

Dance theory is taught with a practical approach alongside discrete classroom lessons, so there will be a demand for students to keep accurate and detailed files, exercise books and choreographic journals. The challenge and expectations are high in standards and students must be willing to work hard, both physically and mentally.

COURSE DETAILS

Qualification: GCSE
Exam Board: AQA
Lead Teacher: Mrs D Fox



ASSESSMENT

Component 1

Performance and Choreography (60% of GCSE – internal exams)

- Set phrases through a solo performance
- Set phrases through a duet/trio performance
- Solo or group choreography

Component 2

Dance Appreciation (40% of GCSE: Written exam - 1 hour 30mins.)

- Knowledge and understanding of choreographic process and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works from dance anthology

ATTRIBUTES FOR SUCCESS

Attributes: Physically demanding, intellectually challenging and creatively inspiring.

Interests: A genuine interest in performing and being physically active. Interest in the Arts and professional dance studios.



PROGRESSION ROUTE

Progression Routes	Applied Routes	Possible Careers
It offers excellent preparation for A-level Dance or Performing Arts Extended Diploma Level 3. Many students go on to study degrees in Dance, Drama or Performing Arts.	Apprenticeships in Arts Administration or Theatre Management NVQ Performing Arts	Dancer Dance Teacher Musical Theatre/Performing Arts Choreographer Fitness Instructor

For more information please contact Mrs Fox – dfox@richmondschool.net

Design and Technology

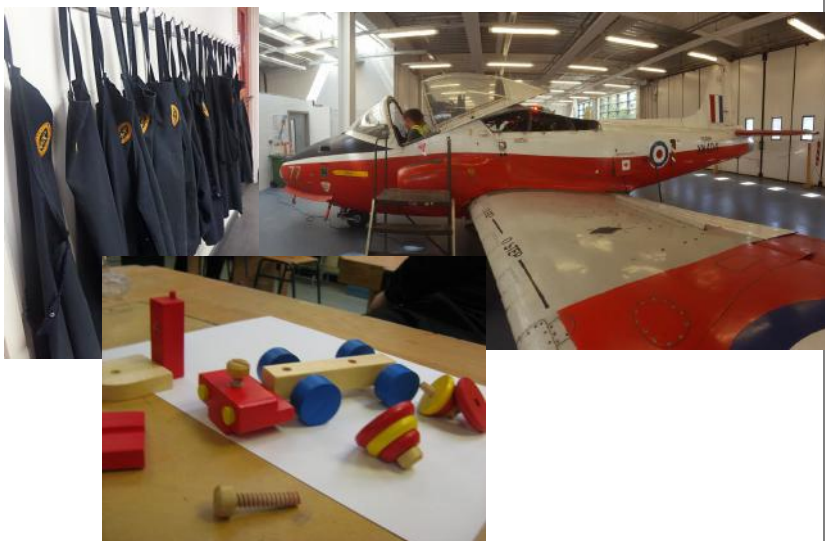
COURSE CONTENT

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will have the opportunity to work creatively when designing and making and apply technical and practical expertise.

GCSE Design and Technology allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

In order to make effective design choices students will need a breadth of core and specific technical knowledge and understanding. Topic areas include:

- New and emerging technologies
- Energy generation and storage
- Developments in new materials



COURSE DETAILS

Qualification: GCSE
Exam Board: AQA
Lead Teacher: Mr T Braham



ASSESSMENT

The NEA (design and make) is approximately 40 hours long and also provides 50% of the qualification. The written exam is 2 hours and makes up the other 50% of the qualification. Core and specialist technical principles are assessed.

ATTRIBUTES FOR SUCCESS

Attributes: Students will be aiming to improve their designing and making skills by means of a series of tasks. Students will certainly be willing to work in wood, metal and plastics and will be increasingly confident in their handling of those materials. Students will enjoy problem solving.

Interests: Students will have an interest in how things work and how materials are used to maximise the very best in a product's application.

PROGRESSION ROUTE

Progression Routes	Applied Routes	Possible Careers
It offers excellent preparation for A-level Product Design. Many students go on to study degrees in Product Design, Design or Architecture.	Apprenticeships in Construction, Building, Joinery Plumbing and other related trades. Construction Skills Diploma Level 1 Carpentry, Joinery, Plastering, Bricklaying, Plumbing, Electrical Installation (Levels 1, 2 and 3)	Engineer Architect Product Design Teacher Technician Plumber Joiner Builder Site Manager

For more information please contact Mr T Braham – tbraham@richmondschool.net



COURSE CONTENT

Students will complete two coursework performances which will focus on exploring a text in performance and devising from stimuli. They will also study a set play from a performance perspective. As part of the course, students will study a live performance and learn theatre roles and terminology. We will provide regular opportunities to work practically and see a range of live theatre. The course aims to develop students' understanding and appreciation of Drama as an art form. Students will be required to develop the following skills:

- Acting and design
- Communication and group work
- Creativity and improvisation
- Evaluation and analysis

In practical lessons students will use drama forms to explore a wide range of ideas, issues and themes. Sometimes students will use scripts and at other times they will improvise or devise original work.

Integrated into the course is the opportunity for students to develop their understanding of the history of theatre, study set plays and to develop a knowledge and understanding of set, costume, make-up and lighting design.



PROGRESSION ROUTE

COURSE DETAILS

Qualification: GCSE
Exam Board: AQA
Lead Teacher: Mr I Henderson



ASSESSMENT

Written Exam

Students answer questions in a final written exam: questions on a set text they have studied from a performance point of view, one from a play they have studied and seen from a performance point of view and multiple choice questions on theatre terminology.

Coursework

Students will produce a number of pieces of practical coursework in which they can work as actor or designer. Each student is marked on the final performance and analysis and evaluation of their own work through a portfolio.

ATTRIBUTES FOR SUCCESS

Attributes: Creative with good organisational skills. Students who are focused and disciplined with energy, self-motivation and commitment to Drama will be able to succeed on this course.

Interests: Enjoyment of performing arts, reading, film and curiosity about how theatre and performance are created will support students' studies.

Progression Routes	Applied Routes	Possible Careers
It offers excellent preparation for Performing Arts Extended Diploma Level 3. Many students go on to study degrees in Acting, Drama, Theatre Studies, Musical Theatre or Stage Management.	Apprenticeships in Arts Administration or Theatre Management. NVQ Performing Arts	Actor, Film Director, Community Arts Worker, Dancer, Theatre Director, Stage Manager, Arts Administrator. The developed skills in creativity are valuable assets most employers seek.

For more information please contact Mr I Henderson – ihenderson@richmondschool.net

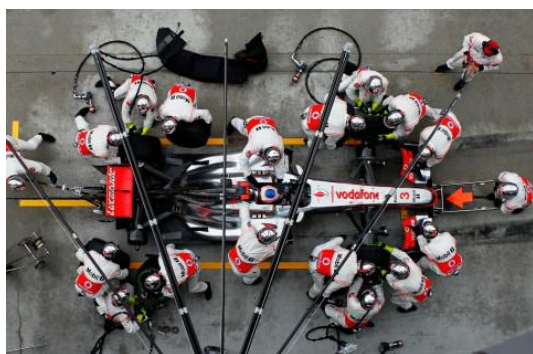
Engineering

COURSE CONTENT

The BTEC Tech Award in Engineering gives students the knowledge, understanding and skills that they need to begin to think about a possible future in Engineering. The course has been developed with input from further education establishments and large Engineering companies, to ensure that students are required to demonstrate the correct knowledge and skills needed to be an Engineer. Students have to investigate and further their knowledge of Engineering processes, products and components and demonstrate their understanding in various ways.

Learners will undertake the following units:

- Component 1: Exploring Engineering Sectors and Design Applications (30%)
- Component 2: Investigating an Engineering Product (30%)
- Component 3: Responding to an Engineering Brief: External (40%)



COURSE DETAILS

Qualification: BTEC Tech Award in Engineering
Exam Board: Edexcel
Lead Teacher: Mr T Braham



ASSESSMENT

Students are assessed during Year 10 and 11. They will complete a combination of small practical investigations and produce an electronic portfolio. The portfolio will be used as evidence of their learning and Engineering ability.

ATTRIBUTES FOR SUCCESS

Attributes: Students will be aiming to improve their making skills by means of practical tasks. Students are able to think about things logically and problem solve. They need to be independent learners and willing to investigate and research the design and making process involved in the engineered world.

Interests: Students are interested in how things work and how materials are used to maximise the very best in a product's application. Students are interested in

PROGRESSION ROUTE

Progression Routes	Applied Routes	Possible Careers
It offers excellent preparation for A-level Product Design. Students may go on to study degrees in Aerospace, Mechanical or Civil Engineering.	Apprenticeships in Mechanical Engineering Forces Careers – Army, Navy and RAF Engineering and Manufacturing Diploma Level 1 Performing Engineering Operations Level 2 Extended Diploma in Engineering Level 3 Vehicle Maintenance Level 1, 2 or 3	Engineer Surveyor Builder Aerospace Engineer Civil Engineer Marine Engineer Technician Forces Careers – Army, Navy and RAF

For more information please contact Mr T Braham – tbraham@richmondschool.net

COURSE CONTENT AND ASSESSMENT

All students will study this course alongside GCSE English Literature. There are three units in the English Language course:

Paper 1: Explorations in Creative Writing and Reading

The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves.

The source for the reading questions will be a literature fiction text, drawn from either the 20th or 21st century. As a stimulus for students' own writing, there will be a choice of scenario, written prompt or visual image.

Paper 2: Writers' Viewpoints and Perspectives

The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives.

The sources for the reading questions will be non-fiction and literary non-fiction texts.

There will be a single writing task; it will specify audience, purpose and form, and will use a range of opinions, statements and writing scenarios to provoke a response.

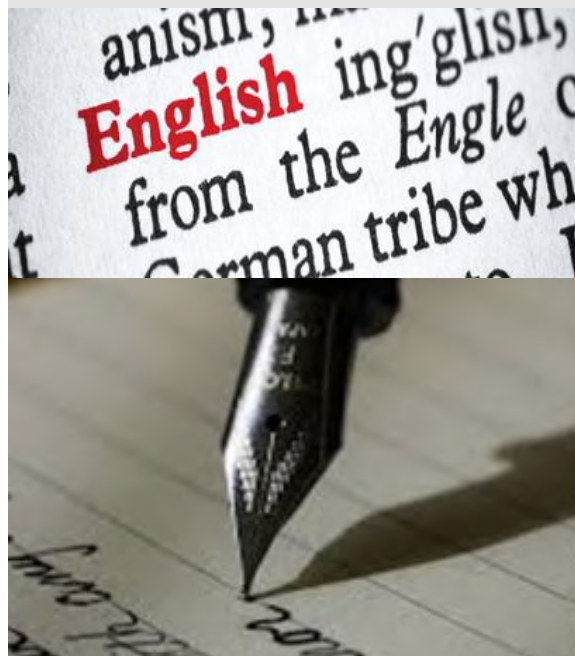
Spoken Language (non-examination unit)

The aim of the assessment is to allow students to demonstrate their speaking and listening skills by:

- giving a presentation in a formal context
- responding appropriately to questions and to feedback, asking questions themselves to elicit clarification
- using spoken Standard English.

COURSE DETAILS

Qualification: GCSE
Exam Board: AQA
Lead Teacher: Miss R Weston



ATTRIBUTES FOR SUCCESS

Attributes: Good communication skills, an enquiring mind, creativity and imagination, attention to detail

Interests: Enjoyment of reading, performance, the media and curiosity about language and its uses.

PROGRESSION ROUTE

Progression Routes	Applied Routes	Possible Careers
It offers excellent preparation for A-level English Language, as well as equipping students with essential life skills and the best progression route to future employment. Many colleges, universities and employers are looking for a Grade 5 or above in English Language (Russell Group Universities may ask for a Grade 6). Students may go on to study degrees in English, Speech and Language Therapy or Primary Education.	Apprenticeships in Business Administration, Health and Social Care, Publishing, Libraries and Archiving.	Journalist Copywriter Screenwriter Internal Communications Manager Advertising and Marketing Publisher Digital Copy Writer Teacher or Teaching Assistant Administrator

COURSE CONTENT AND ASSESSMENT

All students will study this course alongside GCSE English Language.

There are two units in the English Literature course:

Paper 1: Shakespeare and the 19th-century novel

Section A: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Plays include: *Romeo and Juliet*, *Macbeth*, *Much Ado About Nothing* and *The Tempest*.

Section B: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Novels include: *A Christmas Carol*, *Jane Eyre* and *Frankenstein*.

Paper 2: Modern texts and poetry

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

Texts include: *Lord of the Flies*, *An Inspector Calls*, and *The Curious Incident of the Dog in the Night-time*.

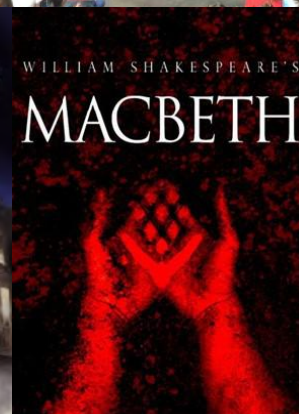
Section B: students will answer one comparative question on two poems from their chosen anthology cluster.

Section C: students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

All assessments are closed book: any stimulus materials required will be provided as part of the assessment.

COURSE DETAILS

Qualification: GCSE
Exam Board: AQA
Lead Teacher: Miss R Weston



ATTRIBUTES FOR SUCCESS

Attributes: Good communication skills, an enquiring mind, creativity and imagination, attention to detail

Interests: Enjoyment of reading a range of literary texts, including poetry, prose and drama, and a curiosity about language and its uses

PROGRESSION ROUTE

Progression Routes	Applied Routes	Possible Careers
It offers excellent preparation for A-level English Literature and is a facilitating subject valued by Russell Group universities. Many students go on to study degrees in English Literature or English and Drama.	Apprenticeships in Business Administration, The Arts or Journalism	Journalism Theatre Director Arts Manager Advertising and Marketing Digital Copy Writer Administrator

Food Preparation and Nutrition

COURSE CONTENT AND ASSESSMENT

This is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. Current issues about where our food comes from, how we should cook it and what we should eat to remain healthy are considered throughout the course. Students have the opportunity to explore a variety of food topics. Food preparation skills are integrated into the five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

The course is assessed through two non-exam assessments

Task 1 Food Investigation: Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

Task 2 Food Preparation Assessment: Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present three challenging and complex dishes within a single period of no more than three hours, planning in advance how this will be achieved.

One 1 hour 45 minute written exam provides the remaining 50% of the marks.

GCSE Food Preparation and Nutrition is an enjoyable and worthwhile course which teaches skills and knowledge that are useful in life and open doors for many areas of employment.

Please note: students are required to bring ingredients on a fortnightly basis for most of the making activities and the Food Preparation assessment.

PROGRESSION ROUTE

Progression Routes	Applied Routes	Possible Careers
University degree in food-related courses, eg Nutrition, Food Science, Dietetics Sports Nutrition/Health	Advanced food-related courses at specialist college, eg NVQ Level 1, 2 or 3 Catering Apprenticeships in Hospitality, Catering and Professional Cookery	Food industry: Product Buyer, Product Development/Management, Demonstrating, Dietician, Food scientist, Chef, Hospitality, Food entrepreneur, Healthcare, Restaurant/Hotel Management

COURSE DETAILS

Qualification: GCSE
Exam Board: AQA
Lead Teacher: Miss L Hillyard



ASSESSMENT (cont.)

50% exam and 50% coursework

Written Exam: One 1 hour 45 minutes

Practical Exam: 3-hour practical within NEA

Coursework: Two non-exam assessments
NEA

ATTRIBUTES FOR SUCCESS

Attributes: Students will need to be self-motivated and willing to problem solve. Being well organised and able to manage time effectively is essential. A willingness to work hard under pressure is highly desirable.

Interests: Students will find the course attractive and enjoyable if they have a genuine interest and creative flair in practical food preparation and are able to relate these activities to wider aspects of food production.



For more information please contact Miss Hillyard – lhillyard@richmondschool.net

COURSE CONTENT

Our GCSE French reflects today's global society, ensuring that each theme provides exciting, up-to-date and challenging topics, containing elements of cultural reference to all the French-speaking countries of the world. The course is linear (all exams are sat at the end of the course). It consolidates and extends the knowledge of French learnt during Key Stage 3. Throughout the course, students will continue to practise the four key skills of Listening, Speaking, Reading and Writing across the following range of 'Themes':

Theme 1 - Identity and Culture

Topic 1: Me, my family and friends (relationships with family and friends/marriage/partnership)

Topic 2: Technology in everyday life (social media/mobile technology)

Topic 3: Free-time activities (music/cinema/TV/food and eating out/sport)

Topic 4: Customs and festivals in French-speaking countries/communities

Theme 2 - Local, National, International and Global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues (charity/voluntary work/healthy/unhealthy living)

Topic 3: Global issues (the environment/poverty/homelessness)

Topic 4: Travel and tourism

Theme 3 - Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Our team of language specialists ensures that students feel confident and supported in their mixed-ability sets, so that their learning of French is successful. Homework is integral to the course and independent study skills are essential to extend vocabulary and grammatical knowledge.

PROGRESSION ROUTE

Progression Routes	Applied Routes	Possible Careers
It offers excellent preparation for A-level French. A facilitating subject which is valued by Russell Group universities. Students may go on to study a degree in Modern Languages.	Apprenticeships in Business Administration. French may be a component of different vocational courses.	Journalism and Media Translation and Interpreting International Sales Management Teaching Aid/Charity Work Travel and Tourism Public Relations Engineering Civil Service

COURSE DETAILS

Qualification: GCSE
Exam Board: AQA
Lead Teacher: Mrs C Norman



ASSESSMENT

At the end of Key Stage 4, students are entered for either Foundation or Higher level, depending on the progress they have made. Students sit a speaking exam which will involve short discussions on chosen themes.

Each exam (Listening, Speaking, Reading and Writing) is worth 25% of the GCSE

ATTRIBUTES FOR SUCCESS

Attributes: Communication, creativity and having an enquiring mind.

Interests: Enjoy the challenge of communicating with others, learning about different cultures and acquiring language patterns.

COURSE CONTENT AND ASSESSMENT

Geography is a broad and dynamic subject, which develops students' knowledge and understanding of the world, and the interactions made between people and the natural environment. This course recognises the role humans play in today's environmental concerns. It challenges beliefs and allows students to develop an in-depth understanding of our world.

Students will travel the world from their classroom, exploring case studies in the UK, higher-income countries, newly emerging economies and low-income countries. Topics of study include climate change, poverty and deprivation, global shifts in power, hazard management and rivers /coastal environments.

The course is assessed as follows:

Unit 1 - Living with the Physical Environment (35%)

- Natural Hazards
- The Living World
- Physical Landscapes in the UK

Unit 2 - Challenges in the Human Environment (35%)

- Urban issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management

Unit 3 - Geographical Applications (30%)

- Issue Evaluation
- Fieldwork: Two fieldwork investigations in two contrasting environments; York (city centre investigation) and Arkengarthdale (Arkle Beck river investigation).
- Geographical Skills

COURSE DETAILS

Qualification: GCSE
Exam Board: AQA
Lead Teacher: Mr P Hedley and Mrs C House



ATTRIBUTES FOR SUCCESS

Attributes: Logical, independent, enquiring thinker and organised

Interests: A natural curiosity about our planet and how people's lifestyles affect it today and in the future.



PROGRESSION ROUTE

Progression Routes	Applied Routes	Possible Careers
A facilitating subject which is valued by Russell Group universities. It offers excellent preparation for A-level Geography.	Apprenticeships in Land Management, Agriculture, Countryside and the Environment or Travel and Tourism.	Environmental Scientist Agri-Business Town Planner Surveyor Meteorologist Land Management

For more information please contact Mr Hedley or Mrs House –
phedley@richmondschool.net or chouse@richmondschool.net

COURSE CONTENT

Our German GCSE course is linear (all exams are sat at the end of the course). It consolidates and extends the knowledge of German learnt during Key Stage 3. Throughout the course, students will continue to practise the four key skills of Listening, Speaking, Reading and Writing across the following range of 'Themes':

Theme 1 - Identity and Culture

Topic 1: Me, my family and friends (Relationships with family and friends /marriage/partnership)

Topic 2: Technology in everyday life (social media /mobile technology)

Topic 3: Free-time activities (music/cinema/TV/food and eating out/sport)

Topic 4: Customs and festivals in German-speaking countries/ communities

Theme 2 - Local, National, International and Global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues (charity/voluntary work/healthy/unhealthy living)

Topic 3: Global issues (the environment/poverty/homelessness)

Topic 4: Travel and tourism

Theme 3 - Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Our highly-experienced language specialists aim to make the learning of German a successful experience for all. Students are placed into mixed ability sets and activities are differentiated according to their ability. Homework is an integral part of the course and is set after each lesson. We are proud to be a Goethe Institut Partner School and through this initiative students will be offered a range of exciting opportunities to participate in national and international projects/competitions in order to enhance their linguistic skills.

PROGRESSION ROUTE

Progression Routes	Applied Routes	Possible Careers
It offers excellent preparation for A-level German. A facilitating subject which is valued by Russell Group universities. Students may go on to study a degree in Modern Languages.	Apprenticeships in Business Administration. German may be a component of different vocational courses	Journalism and Media Translation and Interpreting International Sales Management Teaching Aid/Charity Work Travel and Tourism Public Relations Engineering Civil Service

COURSE DETAILS

Qualification: GCSE
Exam Board: AQA
Lead Teacher: Ms F Dutton



ASSESSMENT

At the end of Key Stage 4, students are entered for either Foundation or Higher level depending on the progress they have made throughout the course. Translation from German into English and vice versa is a requirement of the course and will be assessed in the final exams. Students will sit a speaking exam which will involve short discussions on chosen themes using spontaneous talk and reacting to unexpected questions.

Listening Exam	25% of GCSE
Speaking Exam	25% of GCSE
Reading Exam	25% of GCSE
Writing Exam	25% of GCSE

ATTRIBUTES FOR SUCCESS

Attributes: Communication, creativity and having an enquiring mind.

Interests: Enjoy the challenge of communicating with others, learning about different cultures and acquiring language patterns.

Health and Social Care

COURSE CONTENT

Health and Social Care consists of health care, health promotion, early years and the care of other major client groups in society and those individuals with specific needs along with practitioners and allied workers in these fields. Additional areas of study are current priorities on the health and social care agenda and promoting healthy lifestyles. Health and Social Care is a huge sector that affects us all.

National Certificate in Health and Social Care Structure:

RO21: Provides an introduction to equality, diversity and discrimination; how to support individuals to maintain rights; how care workers apply values of care to individuals with different needs; current legislation that impacts on care settings; explores the needs of young children, pregnant women and the elderly.

RO22: Opportunity to understand how to communicate effectively; understand the personal qualities that contribute to effective care; the creation of a caring environment when working with individuals in health, social care and early years' settings.

RO27: Learn about different types of creative activities that are available and the needs that these activities address for individuals at different life stages; understand the benefits of participating and encouraging a positive experience. Students will have the opportunity to plan and carry out a creative activity for an individual or group.

RO31: Using basic first aid procedures students will be able to assess at the scenes of accidents and identify risks and dangers; learn about information that is important for emergency services; understand first aid procedures and health emergencies in health and social care settings.



PROGRESSION ROUTE

Progression Routes	Applied Routes	Possible Careers
CTEC Health and Social Care is valued by Universities and the NHS for health and social care professions for example: Nursing, Social Work and working with Families, Children and Young People.	Apprenticeships in the health service, primary schools, private day nurseries, children's centres, social services and family support.	NHS Professions Social Work Childcare Nursery Nurse Family Support Police Teaching

COURSE DETAILS

Qualification: Cambridge National Certificate
Exam Board: OCR
Lead Teacher: Mrs C Dawson



ASSESSMENT

Written Exam

Units R021 (1 hour) makes up **25%** of the marks.

Portfolio

Units R022/27/31 make up **75%** of the marks and are assessed through portfolio activities.

ATTRIBUTES FOR SUCCESS

Attributes: Students enjoy studying a subject that is relevant to their lives and experiences, finding things out for themselves and wishing to move on to a related career or to further education in this field

Interests: Have a keen interest in Health, Social Care, Early Years, People, and what affects health and wellbeing.

COURSE CONTENT

Year 9 - Understanding the Modern World

First World War

International Relations 1918-1939

- Impact of the Paris Peace Treaties
- Role of the League of Nations
- Hitler's foreign policy

Second World War

Visits from the Green Howards Museum and to the First World War battlefields

Year 10—Shaping the Nation

Health of the Nation 1000-2020

- Causes and cures of illness through the ages
- Surgery through time
- Public health
- Factors that have affected medicine

Elizabethan England 1568-1603

- Trouble at home and abroad for Elizabeth, eg Spanish Armada and Mary Queen of Scots
- Life in Elizabethan England

Year 11—Understanding the Modern World

Germany 1890-1945

- Impact of the First World War on Germany
- Rise of the Nazis
- Life in Nazi Germany



COURSE DETAILS

Qualification: GCSE
Exam Board: AQA
Lead Teacher: Mrs S Mawer



ASSESSMENT

The final GCSE exam consists of two exam papers, each being 50% of the final grade.

ATTRIBUTES FOR SUCCESS

Attributes: Students need to be open to new ideas and willing to think critically. They should have an enquiring mind, pay attention to detail and have a good imagination.

Interests: Students should have an interest in the world around them and be curious about why it is the way it is.



PROGRESSION ROUTE

Progression Routes	Applied Routes	Possible Careers
It offers excellent preparation for A-level History. History is a facilitating subject valued by Russell Group universities. Many students go on to study degrees in History.	Apprenticeships in Business Administration, Museums and Archiving.	Solicitor Teacher Politician Museum Curator Archaeologist Civil Servant Journalist

For more information please contact Mrs Mawer – smawer@richmondschool.net



Information Technology

COURSE CONTENT

Why study IT?

- Develop understanding of current and emerging technologies and how they work.
- Become an independent user of IT.
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts.

About the course

This course equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products.

The Cambridge National in Creative iMedia will provide opportunities to develop useful transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

Students will take a hands-on approach which has a strong relevance to the way young people use the technology required in Information Technology.



COURSE DETAILS

Qualification: Cambridge National in Creative iMedia

Exam Board: OCR

Lead Teacher: Ms S Thornton



ASSESSMENT

25% Examination - Pre-production skills

The exam assesses a student's understanding of the purpose and uses of a range of pre-production techniques.

75% in total Coursework or which:

25% Creating Digital Graphics

25% Creating a Multipage Website

25% Creating Multimedia Products

The coursework units assesses a students ability to create digital products.

ATTRIBUTES FOR SUCCESS

Attributes: Students should be hard-working, resilient and logical.

Interests: Graphics, web design, multimedia, information technology

PROGRESSION ROUTE

Progression Routes	Applied Routes	Possible Careers
It offers excellent preparation for A level IT. Students may go on to study degrees in IT and Web Design and Foundation degrees.	Apprenticeships in web design, software engineering, network management or technician roles Advanced Apprenticeships in IT, Software Development and Cyber Security Business and Computing Diploma Level 1 Information and Technology Level 2 Software Development Level 3 Networking-Cyber Security Level 3 Games Development and Animation Level 3	Software Engineer Web Designer Games Designer IT Manager IT Technician Network Manager Helpdesk Manager App Designer

Mathematics

COURSE CONTENT

The GCSE course develops and extends the Mathematics students have experienced in Key Stage 3 and aims to provide the mathematical knowledge, skills and understanding needed in everyday life and in other subject areas, as well as providing a foundation for A-level Maths.

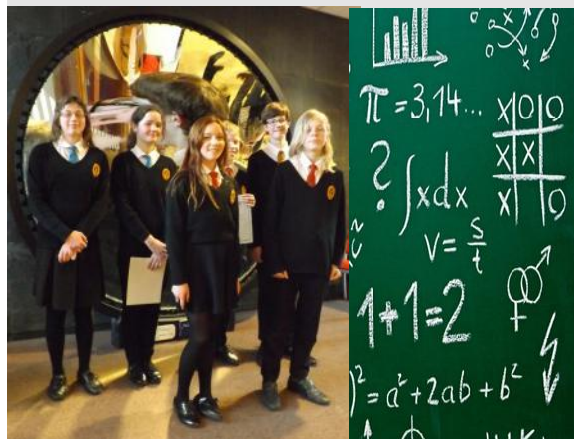
Studying Mathematics helps students to present information in many ways. Students will learn to manipulate numbers and formulae, and to use tables and charts, graphs and geometric drawings.

Studying Mathematics will also help students to describe patterns and relationships, to solve problems, analyse information and to predict the outcomes of events. In analysing and solving a wide range of problems students will develop their ability to think logically and precisely.

The Maths Department recognises the importance of GCSE Mathematics in helping students to enhance their post-16 choices. A large number of our students stay on to study Mathematics or Further Mathematics at A level.

COURSE DETAILS

Qualification: GCSE
Exam Board: AQA
Lead Teacher: Mr S Lunn



ASSESSMENT

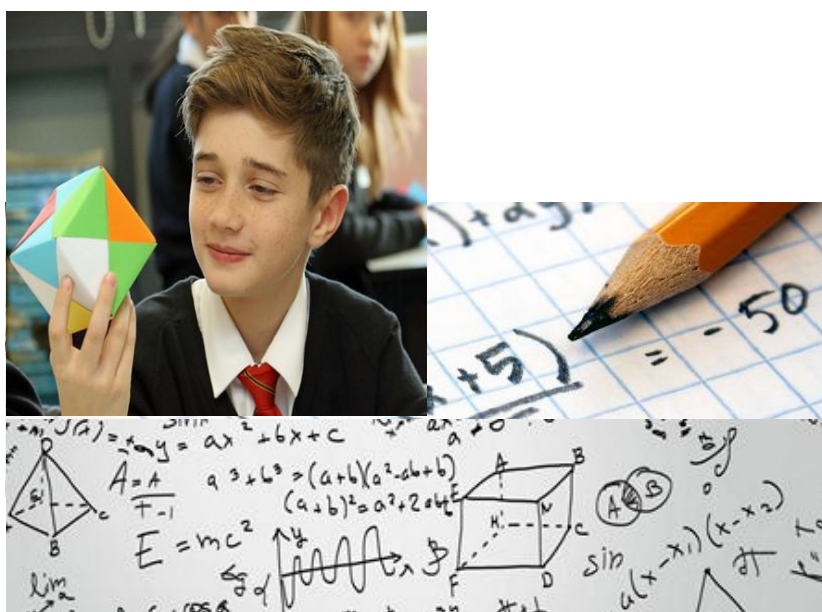
The examinations will be written exams which will be 100% of the students' marks.

There will be three papers. Paper 1 is non-calculator. Students are allowed to use a calculator in papers 2 and 3.

ATTRIBUTES FOR SUCCESS

Attributes: Students will be encouraged to think logically and solve problems. Enthusiasm and determination are desirable attributes

Interests: An interest in mathematical puzzles and problems would be an advantage.



PROGRESSION ROUTE

Progression Routes	Applied Routes	Possible Careers
It offers excellent preparation for A-level Mathematics and Further Mathematics, which are facilitating subjects valued by Russell Group universities. Many students go on to study degrees in Mathematics or Accounting and Finance.	Apprenticeships in Business Administration and Accounting and Finance	Accounting and Finance Actuary Teacher Business Manager Engineer Architect Data Analyst Statistician

For more information please contact Mr S Lunn - slunn@richmondschool.net

COURSE CONTENT AND ASSESSMENT

GCSE Media Studies is a modern, creative and varied course which develops students' analytical and practical skills as well as theoretical understanding. The course is designed to develop an appreciation of a wide range of media texts, including: film, television, newspapers, video games, advertising, web-based media and social media.

In this course students will:

- Demonstrate skills of enquiry, critical thinking, decision-making and analysis
- Cultivate understanding of representation in the media, considering the way different groups of people are portrayed
- Make links between media texts and the society in which they are produced
- Investigate media industries
- Express theoretical understanding of media texts
- Develop practical skills by providing opportunities for creative media production.

35% : Television and promoting media exam (1 hr 45 mins)

Students will study The Avengers (1965) and Cuffs (2010) TV crime dramas, showing understanding of different contexts, media language, audiences and the TV industry. Students will also study The Lego Movie and The Lego Movie videogame.

35% : Music and news exam (1 hr 15 mins)

Students will study the music magazine MOJO as well as music videos from Little Mix, The Vamps, Demi Lovato, and the Radio 1 Live Lounge. For the news aspect, students will study The Observer newspaper as well as its online and social media presence.

30% : Non-exam assessment

Learners will work independently to research, plan and produce one individual media production.

COURSE DETAILS

Qualification: GCSE
Exam Board: OCR
Lead Teacher: Mr A Boulton-Lear



ATTRIBUTES FOR SUCCESS

Attributes: Media students should be inquisitive, analytical, and creative. They need to be able to make links between media and society.

Interests: Photography, social media, film, animation, magazines, internet, gaming, graphic design, current affairs, journalism.



PROGRESSION ROUTE

Progression Routes	Applied Routes	Possible Careers
It offers excellent preparation for A-level Media Studies. Many students go on to study degrees in Media or Film and TV Production	Apprenticeships in Media, Social Media and Business Administration. Creative Media Level 1 Digital Media Production Level 2 Journalism Level 3 TV and Film Production Level 3 Games Development and Animation Level 3	Media Analyst Teacher Film and TV Production Radio Presenter Journalist Digital Marketing Manager Video Editor Camera Operator Social Media Manager

COURSE CONTENT

The GCSE course is made up of 3 units:

1. Understanding Music (40%)

This is made up of two components

- Section A: Listening
- Section B: Contextual Understanding.

Students will be externally assessed for this unit and assessment will be by a listening exam which will last for 1 hour and 30 minutes.

- **Section A** will ask students to answer questions on pieces of music which they may not have heard before.
- **Section B** will require students to write about music which they have studied during the course, including study of a classical set work Haydn "Clock" Symphony (Movt 2) and three songs by the Beatles.

2. Performing Music (30%)

There is no external assessment for this unit. Work is marked by teachers. Students are assessed as an instrumentalist and/or vocalist and/or via technology:

- Performance 1: Solo Performance
- Performance 2: Ensemble Performance

A minimum of four minutes and a maximum of seven minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.

3. Composing Music (30%)

- Composition 1: Composition to a set brief
- Composition 2: Free composition

A minimum of three minutes and a maximum of four and a half minutes of music in total is required.

COURSE DETAILS

Qualification: GCSE
Exam Board: AQA
Lead Teacher: Mr S Boyd



ATTRIBUTES FOR SUCCESS

Attributes: Playing an instrument, being a singer, having a creative musical mind to compose, organisation of regular practice time and musical awareness. Taking part in extra-curricular groups.

Interests: Performing music, writing music and lyrics, listening to a variety of music across different time periods and genres.



PROGRESSION ROUTE

Progression Route	Applied Routes	Possible Careers
It offers excellent preparation for A-level Music or Level 3 Performing Arts. Students may apply to study degrees in Music, Music Production or Music Business.	Apprenticeships in Music Administration Music Production NVQ Performing Arts	Musician Music Publisher Event Manager Theatre Director Music Promoter Music Journalist

Physical Education

COURSE CONTENT AND ASSESSMENT

60% Theory of Physical Activity and Sport

- **30% Paper 1 (75 mins) - The human body and movement:** Anatomy and physiology of the human body, analysing sports movement, fitness testing and training and using data*.
- **30% Paper 2 (75 mins) – Socio-cultural influences and well-being:** Sports psychology (how the mind works), socio-cultural influences including performance enhancing drugs, media and sponsorship, technology in sport, health and wellbeing and using data *

* = requires strong numeracy skills to present, interpret and analyse data

40% Practical Performance in Physical Activity and Sport

- **30% Practical Performance** - Students are assessed on skills and performance in full competitive situations in **three** activities - one team activity, one individual activity and one other from either category. Options are shown on the purple and blue tables on the right.
- **10% Analysis and Evaluation coursework** - Students analyse the strengths and weaknesses of a performer in **one** activity and use their theory knowledge to create an action plan to improve their performance.

COURSE DETAILS

Qualification: GCSE
Exam Board: AQA
Lead Teacher: Miss L Abbey



Team activities

Association football	Hockey
Badminton (doubles)	Rugby
Basketball	Squash (doubles)
Cricket	Table tennis (doubles)
Dance (group)	Tennis (doubles)
	Volleyball

Individual activities

Amateur boxing	Gymnastics (artistic)
Athletics	Horse riding
Badminton (singles)	Rock climbing
Canoe/kayak (slalom)	Skiing
Canoe/kayak (sprint)	Snowboarding
Cycling	Squash (singles)
Dance (solo)	Swimming
Golf	Table tennis (singles)
	Tennis (singles)
	Trampolining



PROGRESSION ROUTE

Progression Routes	Applied Routes	Possible Careers
Many students go on to study degrees in Sport and Exercise Science, Physiotherapy, Sports Coaching or Sports Development. Students may also complete qualifications in Outdoor Education.	Excellent preparation for Level 3 CTEC Sports Diploma. Apprenticeships in leisure centres, schools, private gyms or sports coaching Outdoor Activity Instructor training Coaching courses and officiating courses	Teacher Sports Coach Sports Development Officer Sports Performance Analyst Leisure Centre Manager Sports Journalist Fitness Instructor Strength and Conditioning Coach Outdoor Activities Instructor Armed Forces Emergency Services e.g. Police Physiotherapist

For more information please contact Miss L Abbey - labbey@richmondschool.net

COURSE CONTENT

Students will study for three separate GCSEs in Biology, Chemistry and Physics.

In GCSE Biology, students study cells, disease, photosynthesis and respiration, inheritance and evolution, and ecology.

GCSE Chemistry looks at atomic structure, chemical changes, rates of reactions, chemistry of the atmosphere, and using the Earth's resources.

In GCSE Physics, students learn about forces, energy, waves, electricity, magnetism and space physics.

In all three GCSEs students learn how to apply maths skills in different contexts. These skills are taught alongside scientific concepts and investigative techniques. Students also undertake eight required practical activities for each GCSE that assess their ability to use specialist equipment and take measurements.

COURSE DETAILS

Qualification: GCSE
Exam Board: AQA
Lead Teacher: Mr R Haye



ASSESSMENT

For each Science subject students will have two x 1 hour 45 minute written papers.

ATTRIBUTES FOR SUCCESS

Attributes: Students need to be open to new ideas and willing to think critically. They need to have an enquiring mind and an ability to collect evidence reliably.

Interests: An interest in the world around and why it works the way it does.



PROGRESSION ROUTE

Progression Routes	Applied Routes	Possible Careers
The Sciences offer excellent preparation for A levels in Biology, Chemistry and Physics. They also offer excellent preparation for A-level Psychology and Level 3 Applied Science. Many students go on to study degrees in Medicine, Veterinary Science, Dentistry, Biomedical Sciences, Psychology, Criminology, Biology, Physics and Chemistry. Students may also go into Food Science and Nutrition.	Apprenticeships in Health and Social Care Science Laboratory Technician roles Pharmacy or Engineering Foundation degrees in Veterinary Nursing Applied Science Diploma Level 1, 2 or 3	Pharmacist Doctor Dentist or Dental Hygienist Nurse Psychologist Researcher Scientist Laboratory Technician Teacher or Teaching Assistant Criminologist Nutritionist Microbiologist Police Officer Veterinary Surgeon or Veterinary Nurse

COURSE CONTENT AND ASSESSMENT

CTEC Sport Science is a course for students who have strengths in producing practical and coursework evidence based on real-life scenarios from the sport science industry.

Students need to be enthusiastic about sport and developing their skills and knowledge as a performer, coach and official.

75% Coursework

Coursework evidence comes from a range of formats from written reports, verbal recordings, Powerpoint presentations, leaflets, posters and video recordings.

- **25% Unit RO42 – Applying principles of training:** Types of exercise and components of fitness, different methods of training, fitness testing and interpreting results and designing fitness training programmes using principles of training.
- **25% Unit RO43 – The body's response to physical activity:** Muscles, bones, heart and lungs and how these work together during exercise, short-term and long-term effects of exercise on the body.
- **25% Unit RO44 – Sport psychology:** Personality, motivation and aggression in sport, performing under pressure (arousal and anxiety) and strategies to improve performance, including goal setting, mental rehearsal and breathing techniques.

25% Written Exam

A one-hour paper with a mixture of multiple choice, short answer and extended answer questions.

- **25% Unit RO41 – Reducing the risk of sports injuries:** different factors that increase risk of injury, how to warm up and cool down safely to avoid injury, different types of injuries (e.g. fractures, sprains) and conditions (e.g. asthma, diabetes) and how to respond to them.

PROGRESSION ROUTE

COURSE DETAILS

- Qualification:** CTEC Level 2
Cambridge National Certificate
- Exam Board:** OCR
- Lead Teacher:** Miss L Abbey



SPORTS LEADERSHIP

In addition to this qualification, students will have opportunities to gain experience organising and leading sports events for our local primary schools including: KS1 multi-skills festival, KS2 quick sticks hockey festival and KS2 tag rugby festival.

Students will also develop their leadership and officiating skills through national governing body qualifications, for example: England Hockey quick sticks leadership award and the England Rugby KS4 rugby leadership award.



Progression Routes	Applied Routes	Possible Careers
Many students go on to study degrees in Sport and Exercise Science, Physiotherapy, Sports Coaching or Sports Development. Students may also complete qualifications in Outdoor Education.	Excellent preparation for Level 3 CTEC Sports Diploma. Apprenticeships in leisure centres, schools, private gyms or sports coaching Outdoor Activity Instructor training Coaching courses and officiating courses	Teacher Sports Coach Sports Development Officer Sports Performance Analyst Leisure Centre Manager Sports Journalist Fitness Instructor Strength and Conditioning Coach Outdoor Activities Instructor Armed Forces Emergency Services e.g. Police Physiotherapist

Theology and Philosophy

COURSE CONTENT

In studying Theology and Philosophy, students will gain an appreciation of how religion, philosophy and ethics form the basis of our culture. The principle aim is to engage students in systematic inquiry into significant questions for human existence which religions and world views address. In this way, students can embed academic knowledge and develop the understanding and skills necessary to appreciate and appraise various responses to these significant questions, discerning responses of their own.

Course Content (2 Components):

1) Study of Religions: Beliefs, Teachings and Practices (Christianity and Islam)

You will look at:

- What they believe and why they believe it
- How these beliefs impact lives, actions and thoughts
- How beliefs are reflected in festivals and practised in worship
- Influential people and sources of wisdom and authority

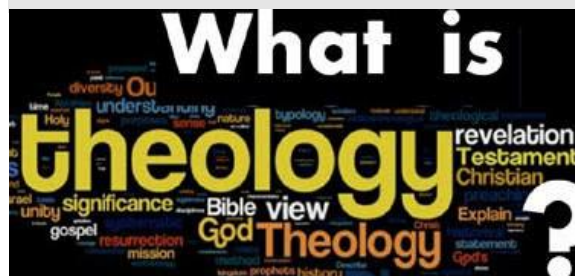
2) Ethical Thematic Studies:

A study of the following four philosophical and ethical issues:

- Theme D: Peace and conflict
- Theme E: Crime and punishment
- Theme B: Relationships and family
- Theme A: Religion and life

COURSE DETAILS

Qualification: GCSE Religious Studies
Exam Board: AQA
Lead Teacher: Mr A Bunce



ASSESSMENT

Written Exams (1 hour 45 mins each):

Paper 1: Study of Religions (50%)

Paper 2: Ethical Thematic Studies (50%)

ATTRIBUTES FOR SUCCESS

Attributes: To adopt an enquiring approach to a variety of issues and evaluate the strengths and weaknesses of a variety of different answers. To develop analytical and critical-thinking skills, along with the ability to work with abstract ideas, leadership and research skills.

Interests: An interest in different answers to philosophical and ethical issues; to be able to adopt and justify a personal response to these. To be interested in different beliefs held by followers of two world religions.



PROGRESSION ROUTE

Progression Routes	Applied Routes	Possible Careers
It offers excellent preparation for A-level Philosophy. Students may go on to degrees in Philosophy, Politics and Economics, Theology or any of the Arts and Sciences.	Apprenticeships in Business Administration. Opportunities in Marketing, Psychotherapy, Teaching, Journalism or the Police Service.	Medicine Aid Worker Politician Counselling Social Work Business Management Solicitor Barrister

**For further information, please get in touch with the Lead Teacher for each subject.
Contact details are included on each subject page.**

