

# RUTLISH SCHOOL



## Curriculum & Options Information 2021 – 2023

The information contained in this booklet was correct at the time of publication.  
However, it may be subject to change.

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# INTRODUCTION

Dear Student,

Your education will help prepare you to succeed in the rapidly changing world of work and leisure in the 21<sup>st</sup> Century. In the future you will require a sound understanding of the basics: English, Mathematics and Science and to have developed into a multi-skilled, adaptable and flexible learner who will probably change jobs several times during your working lifetime.

As you know Rutlish and Ricards Lodge are a joint Sixth Form (RR6) and we very much hope that the choices you begin to make now will be part of your decision to stay with us in September 2023. This booklet tries to provide you with the information you need to make an informed choice; please read it well and share the process of choosing with your parents and your teachers. Once Options have been chosen and agreed, there is an obligation for you to study them for two years. This makes your choices very important. They must be the right choices for you and you will receive guidance from your tutors and teachers.

## THE EBACC

The English Baccalaureate (EBACC) is a school accountability's measure which encourages students to study a strong core of "academic" subjects. These are subjects which Russell Group Universities have said provide valuable skills for later study.

If you opt to follow the EBACC pathway, then you must opt to study a humanity (History or Geography) and a language (French, German or Spanish).

## HOW TO MAKE THE BEST DECISION

- Read the Options Booklet carefully.
- Choose subjects which you enjoy, are good at and which you are interested in.
- Choose subjects that you will succeed in.
- Speak to your current class teachers and follow their advice. They know if the subject is suitable for you.
- Do not choose a subject just because a friend is doing it, or because of the teacher who might teach it.
- Find out which subjects are necessary for particular courses in Further and Higher Education and/or for particular careers.
- Take care when choosing options that have a high percentage of coursework or preparation for controlled tests, think about the time this will take.
- Talk with your parents/carers, other informed adults and other students
- Review the suggested websites on page 4

If you have any questions or concerns about the KS4 curriculum, please do not hesitate to contact the school.

Mrs I Alltraine  
Assistant Headteacher

***At the time of producing this Options Book we are able to run all courses. However, it is possible Government announcements and changes could impact on what courses we can run in September 2021.***

# THE OPTIONS PROCESS

|  |   |
|--|---|
| <p><b>Early February</b></p>                             | <ul style="list-style-type: none"> <li>• Option Booklet will be emailed to parents. A copy will also be available on the School Website.</li> <li>• *Return slips will not accepted before Wednesday 24<sup>th</sup> March. Slips may have to be submitted digitally; in which case, we will inform you of the process as soon as we practically can after 8<sup>th</sup> March 2021.</li> </ul>  |
| <p><b>Monday 1<sup>st</sup> March</b></p>                | <ul style="list-style-type: none"> <li>• Options Talk – Live Events via Teams</li> <li>• Time 6pm – 7pm</li> </ul>  |
| <p><b>Thursday 4<sup>th</sup> March</b></p>              | <ul style="list-style-type: none"> <li>• Virtual Parents’ Consultation Evening</li> <li>• Time 4.30pm – 7.30pm</li> </ul>   |
| <p><b>Wednesday 24<sup>th</sup> March</b></p>            | <ul style="list-style-type: none"> <li>• Final date for completed Options Forms to be returned to tutors</li> <li>• A signed copy of the slip is usually returned to tutors. If we need an alternative arrangement for returning slips due to students not being on site, we will let you know after 8<sup>th</sup> March when we have more information on the students' return to school.</li> <li>• <b>WE CANNOT GUARANTEE YOUR OPTION CHOICE IF YOUR FORM IS RETURNED AFTER THIS DATE</b></li> </ul> |
| <p><b>Week beginning Monday 15<sup>th</sup> June</b></p> | <ul style="list-style-type: none"> <li>• Students final Options confirmed</li> <li>• If there are any issues surrounding your Options, we will contact you prior to this date.</li> <li>• Please note confirmation of final options are sometimes dependent on Government announcements. In the past this had led to slight delays in the process which is beyond our control.</li> </ul>   |

# WHY CONSIDER A VOCATIONAL COURSE

## WHY CONSIDER A VOCATIONAL COURSE RATHER THAN A GCSE?

- BTEC and OCR Imedia are recognised qualifications which may be better suited to students who prefer to focus on coursework and continuous assessment tasks rather than on exams. Previously, these were 100% coursework; however, within the new specifications students will have to complete an exam.
- Vocational courses can be a way of gaining good grades which will allow access to a college or sixth form; depending on the course applied for. These alternative courses to GCSEs may be particularly beneficial if you know the type of career you would like to follow.
- However, students who are hoping to apply for a university place in the future should be aware that some colleges and universities do not consider these qualifications as suitable GCSEs. It may also be that some sixth form colleges do not consider them as suitable progression for A Level courses.

## TO HELP YOU DECIDE:

- Consider which course is best suited to your ability and way of learning
- Speak with your teacher and ask their advice
- Think beyond Years 11-13 and what you may want to do after Rutlish School, before making your decision.

## USEFUL WEBSITES:

<https://www.careerpilot.org.uk/>

<http://parentzone.careerpilot.org.uk/parent>

<https://nationalcareers.service.gov.uk/>

[National Apprenticeship Service](#)

Informed Choices is provided by the Russell Group and gives guidance on what subjects you should study at A level for different degree pathways.

<https://www.informedchoices.ac.uk/>

# COMPULSORY SUBJECTS

ENGLISH LANGUAGE

ENGLISH LITERATURE

MATHEMATICS

GCSE SCIENCES

RELIGIOUS STUDIES

PHYSICAL EDUCATION/GAMES

*(Non-exam subject - no page included)*

## PSHE

*Our KS4 curriculum covers the content outlined in the "Relationships and Sex Education (RSE) and Health Education statutory guidance" 2019. Core themes explored in lessons include online and offline safety, relationships, health and careers, Subject content is taught in a way which is appropriate to the age and maturity of students. In accordance with statutory guidance, students will learn about the attributes of healthy and unhealthy relationships, including intimate relationships and sexual health. Further details of the PSHE curriculum can be found on the website in our PSHE and RSE policy.*

# ENGLISH LANGUAGE – GCSE

|   |  |
|---|--|
| <b>Exam Board:</b>                        | <b>AQA</b>   |
| How will the course be examined/assessed? | 100% Examination<br>Speaking and Listening reported as a separate grade (Pass, Merit or Distinction) |
| Head of Department:                       | Mrs I Alltraine  |

## WHAT WILL BE STUDIED?

1. Explorations in Creative Reading and Writing - including responding and analysing
- 2.. Writer's Viewpoint and Perspectives
3. Non-fiction and Literary Non-fiction Texts
4. Creative, Persuasive and Descriptive Writing
5. Spoken Language (Presenting)

## WHY STUDY THE SUBJECT?

English is central to the core curriculum; an ability to express ideas clearly, accurately, concisely and sensitively is vital in many other curriculum areas and for life skills. Many employers consider communication skills, both written and oral, to be essential and use a good grade in GCSE English to give a reliable indication that these skills have been acquired. It is a vital launching pad for success in higher education.

## CAREERS AND POST 16 PROGRESSION

### What careers the subject will support ?

Journalism, Law, Writer, Teacher, Publishing / Editorial work, Marketing

### Which courses will the subject support Post 16?

Students are encouraged to get at least a grade 6 in order to apply for some courses in the 6<sup>th</sup> form: History, Psychology etc.

They can also go on to study:  
English A Level, Media A Level / BTEC, Film Studies A LEVEL / BTEC, Creative Writing courses, Journalism

## USEFUL RESOURCES

- CGP AQA Study Guide Language Papers 1-9
- A larger (i.e. not pocket sized) dictionary for home use
- BBC Bitesize website.
- Practice exam papers at home.
- Revision page on Fronter
- GCSE Pod

# ENGLISH LITERATURE – GCSE

|   |                  |
|---|------------------|
| <b>Exam Board:</b>                        | <b>AQA</b>       |
| How will the course be examined/assessed? | 100% Examination |
| Head of Department:                       | Mrs I Alltraine  |

## WHAT WILL BE STUDIED?

1. Shakespeare Plays
2. 19<sup>th</sup> Century Novel
3. Modern Drama Text
4. Poetry from Anthology
5. Unseen Poetry

## WHY STUDY THE SUBJECT?

English Literature is a stand-alone GCSE Subject, and a core subject in its own right. It allows the student to develop important critical, analytical and evaluative skills, as well as have the opportunity to discuss and enjoy a substantial range of Literature from different time periods, including Literary Heritage.

## CAREERS AND POST 16 PROGRESSION

### What careers the subject will support?

Journalism, Law, Writer, Teacher, Publishing / Editorial work, Marketing

### Which courses will the subject support Post 16?

Students are encouraged to get at least a grade 6 in order to apply for some courses in the 6<sup>th</sup> form: History, Psychology etc.

They can also go on to study:  
English A Level, Media A Level / BTEC, Film Studies A LEVEL / BTEC, Creative Writing courses, Journalism

## USEFUL RESOURCES

- CGP AQA Revision/study guide for each text.
- A larger (i.e. not pocket sized) dictionary for home use
- Own copy of "A Christmas Carol" by Charles Dickens
- Own copy of "Macbeth" by Shakespeare
- Own copy of "An Inspector Calls" by JB Priestley



# MATHEMATICS – GCSE

|   |            |
|---|------------|
| <b>Exam Board</b>                       | <b>AQA</b> |
| How will the GCSE be examined/assessed? | 100% Exam  |
| Head of Department:                     | Mr P Pryce |

## WHAT WILL BE STUDIED?

The Mathematics course covers 5 main areas:

**Number** – including the properties of number and number operations

**Algebra** – including work with quadratic equations and the equation of a circle

**Ratio** – including rates of change

**Geometry** – including areas, volumes and trigonometry

**Probability and statistic** – including interpreting and displaying data.

## WHY STUDY THE SUBJECT?

A Maths GCSE is one of the most highly recognised school qualifications you can have. It shows that you are able to learn and understand abstract concepts and at a basic level it shows that you are ready for the mathematical challenges of adult life. All level 3 courses in the 6<sup>th</sup> form will require a good pass at GCSE level mathematics.

## CAREERS AND POST 16 PROGRESSION

### What careers the subject will support?

A GCSE in Mathematics is one of the most valuable qualifications you can have when it comes to employability. For full details of the benefits of studying maths please use the link below.

Linking Maths With Careers

<https://online.flowpaper.com/79590737/Mathsweb/#page=1>

### Which courses will the subject support Post 16?

Maths supports all post 16 courses and is a prerequisite for the study of any A – Level at RR6.

## USEFUL RESOURCES

- Suitable textbooks and other work related resources will be provided by the department.
- We expect all students to provide their own calculators e.g. a scientific calculator - Casio FX-83GT PLUS.
- In addition, students will need basic drawing instruments, i.e. a ruler, compass and a protractor.

# DOUBLE SCIENCE – GCSE

A combined Science course which leads to a Double GCSE Science Award

| Exam Board                              | AQA   |
|---|---|
| How will the GCSE be examined/assessed? | Double GCSE Science Award consisting of two exams of <u>1 hr 15 min</u> for each science subject.<br>6 exams in total |
| Heads of Department:                    | Biology: Ms H Nash<br>Chemistry: Ms C Beck<br>Physics: Ms H Ryan  |

## WHAT WILL BE STUDIED?

| BIOLOGY                                 | CHEMISTRY   | PHYSICS                            |
|---|---|------------------------------------|
| 1. Cell biology                         | 8. Atomic structure and the periodic table          | 18. Forces                         |
| 2. Organisation                         | 9. Bonding, structure, and the properties of matter | 19. Energy                         |
| 3. Infection and response               | 10. Quantitative chemistry                          | 20. Waves                          |
| 4. Bioenergetics                        | 11. Chemical changes                                | 21. Electricity                    |
| 5. Homeostasis and response             | 12. Energy changes                                  | 22. Magnetism and electromagnetism |
| 6. Inheritance, variation and evolution | 13. The rate and extent of chemical change          | 23. Particle model of matter       |
| 7. Ecology                              | 14. Organic chemistry                               | 24. Atomic structure               |
|   | 15. Chemical analysis                               |                                    |
|   | 16. Chemistry of the atmosphere                     |                                    |
|   | 17. Using resources                                 |                                    |

All students regardless of ability will study for the GCSE double science award (AQA Trilogy). This course is the equivalent of 2 GCSE awards in science. Grades will be awarded on the scale 1-1 to 9-9, all exams contribute to the overall grade.

## WHY STUDY THE SUBJECT?

Science provides many of the life skills that students will need when they leave school. It helps them to:

- Understand the world around them and their role in that world
- Understand the role of Science plays in our society
- Develop skills of planning and conducting investigations, gathering information, team work and evaluating findings
- Act responsibly when using scientific equipment and applying scientific knowledge.

Science education enables students to:

- Develop the confidence, knowledge and skills to find answers to their own questions about the workings of the biological, chemical, physical and technological world and become better informed citizens
- Attempt to find solutions to problems arising from their own needs and experiences in daily life
- Take a confident part in public debate and decision making about Science

## CAREERS AND POST 16 PROGRESSION

|  |  |
|--|--|
| <p><b>What careers the subject will support?</b></p> <ul style="list-style-type: none"><li>• The scientific skills from this course can be applied to a very wide range of careers including engineering, scientific research, animal care, finance, health and beauty.</li><li>• For more information about STEM careers, please visit:<br/><a href="https://www.thebigbangfair.co.uk/careers/STEM-careers/">https://www.thebigbangfair.co.uk/careers/STEM-careers/</a></li></ul> | <p><b>Which courses will the subject support Post 16?</b></p> <ul style="list-style-type: none"><li>• A-levels in science subjects such as Biology, Chemistry, Physics, Environmental Science</li><li>• BTEC Applied Science</li><li>• The course will also provide skills and knowledge useful in vocational studies such as Engineering, Healthcare, Agriculture, Animal Management, Hair and Beauty, Computer Science</li></ul> |
|--|--|

## USEFUL RESOURCES

|   |   |
|---|---|
| <p><b><u>Course Specifications</u></b></p> <ul style="list-style-type: none"><li>• Trilogy:<br/><a href="http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a></li></ul> | <p><b><u>Revision Materials</u></b></p> <ul style="list-style-type: none"><li>• <a href="http://www.bbc.co.uk/education/subjects/zrkw2hv">http://www.bbc.co.uk/education/subjects/zrkw2hv</a></li><li>• <a href="http://www.docbrown.info/">http://www.docbrown.info/</a></li><li>• <a href="http://www.my-gcse-science.com/">http://www.my-gcse-science.com/</a> (this website may require subscription)</li><li>• CGP Science GCSE revision guide</li></ul> |
|---|---|

# TRIPLE SCIENCE - GCSE

Leading to separate GCSE awards in Biology, Chemistry and Physics

| Exam Board                              | AQA   |
|---|---|
| How will the GCSE be examined/assessed? | Triple GCSE award<br>Three separate GCSE awards, one each for Biology, Chemistry & Physics<br>Two exams of <u>1hr 45</u> minutes per science subject (6 exams in total) |
| Heads of Department:                    | Biology: Ms Hazel Nash<br>Chemistry: Ms Carmen Beck<br>Physics: Ms Helen Ryan   |

## WHAT WILL BE STUDIED?

| BIOLOGY                                 | CHEMISTRY   | PHYSICS                            |
|---|---|------------------------------------|
| 1. Cell biology                         | 8. Atomic structure and the periodic table          | 18. Forces                         |
| 2. Organisation                         | 9. Bonding, structure, and the properties of matter | 19. Energy                         |
| 3. Infection and response               | 10. Quantitative chemistry                          | 20. Waves                          |
| 4. Bioenergetics                        | 11. Chemical changes                                | 21. Electricity                    |
| 5. Homeostasis and response             | 12. Energy changes                                  | 22. Magnetism and electromagnetism |
| 6. Inheritance, variation and evolution | 13. The rate and extent of chemical change          | 23. Particle model of matter       |
| 7. Ecology                              | 14. Organic chemistry                               | 24. Atomic structure               |
|   | 15. Chemical analysis                               | 25. Space                          |
|   | 16. Chemistry of the atmosphere                     |                                    |
|   | 17. Using resources                                 |                                    |

Higher achieving students will sit the Triple Science exams leading to a separate GCSE award in Biology, Chemistry and Physics. They will study the same topics as the double award (AQA Trilogy) but will sit 6 x 1hr 45mins exams instead of the 1hr 15min exams required by the Trilogy course.

## WHY STUDY THE SUBJECT?

**Science provides many of the life skills that students will need when they leave school. It helps them to:**

- Understand the world around them and their role in that world
- Understand the role of Science plays in our society
- Develop skills of planning and conducting investigations, gathering information, team work and evaluating findings
- Act responsibly when using scientific equipment and applying scientific knowledge

**Science education enables students to:**

- Develop the confidence, knowledge and skills to find answers to their own questions about the workings of the biological, chemical, physical and technological world and become better informed citizens
- Attempt to find solutions to problems arising from their own needs and experiences in daily life
- Take a confident part in public debate and decision making about Science

## CAREERS AND POST 16 PROGRESSION

|  |  |
|--|--|
| <p><b>What careers the subject will support?</b></p> <ul style="list-style-type: none"><li>• The scientific skills from this course can be applied to a very wide range of careers including engineering, scientific research, animal care, finance, health and beauty.</li><li>• Separate science GCSEs are favoured for students considering a career in medicine or for those wanting to pursue scientific research.</li><li>• For more information about STEM careers, please visit:<br/><a href="https://www.thebigbangfair.co.uk/careers/stem-careers/">https://www.thebigbangfair.co.uk/careers/stem-careers/</a></li></ul> | <p><b>Which courses will the subject support Post 16?</b></p> <ul style="list-style-type: none"><li>• A-levels in science subjects such as Biology, Chemistry, Physics, Environmental Science</li><li>• BTEC Applied Science</li><li>• The course will also provide skills and knowledge useful in vocational studies such as Engineering, Healthcare, Agriculture, Animal Management, Hair and Beauty, Computer Science</li></ul> |
|--|--|

## USEFUL RESOURCES

|   |
|---|
| <p><b><u>Course Specifications</u></b></p> <ul style="list-style-type: none"><li>• Biology: <a href="http://www.aqa.org.uk/subjects/science/gcse/biology-8461">http://www.aqa.org.uk/subjects/science/gcse/biology-8461</a></li><li>• Chemistry: <a href="http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a></li><li>• Physics: <a href="http://www.aqa.org.uk/subjects/science/gcse/physics-8463">http://www.aqa.org.uk/subjects/science/gcse/physics-8463</a></li></ul> <p><b><u>Revision Materials</u></b></p> <ul style="list-style-type: none"><li>• <a href="http://www.bbc.co.uk/education/subjects/zrkw2hv">http://www.bbc.co.uk/education/subjects/zrkw2hv</a></li><li>• <a href="http://www.docbrown.info/">http://www.docbrown.info/</a></li><li>• <a href="http://www.my-gcse-science.com/">http://www.my-gcse-science.com/</a> (this website may require subscription)</li></ul> |
|---|

# RELIGIOUS STUDIES – GCSE

|   |  |
|---|--|
| <b>Exam Board</b>                       | <b>PEARSON EDEXCEL</b>                 |
| How will the GCSE be examined/assessed? | Two examinations at the end of Year 11 |
| Head of Department:                     | Miss S Mates                           |

## WHAT WILL BE STUDIED?

Religions and ethics, and religion, peace and conflict.

**Religions studied:** Islam and Christianity

**Units studied:** Religion and Life from the viewpoint of Christianity and Islam. Each course comprises 4 modules.

### Paper 1: Content overview

Students must study all four content sections based upon their chosen religion.

- Belief in God
- Marriage and the Family
- Living the Religious Life
- Matters of Life and Death

### Paper 2: Content overview

Students must study all four content sections based upon their chosen religion.

- Belief in God
- Crime and Punishment
- Living the Religious Life
- Peace and Conflict

### Assessment overview

Students must select one religion from a choice of seven (Catholic Christianity, Christianity, Islam, Judaism, Hinduism, Buddhism, Sikhism). The studied religion must be different for each area of study chosen. We study Christianity for paper 1 and Islam for paper 2.

## WHY STUDY THE SUBJECT?

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

- develop students' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- develop students' knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying
- develop students' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- provide opportunities for students to engage with questions of belief, value, meaning, purpose, truth and their influence on human life
- challenge students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community
- demonstrate knowledge and understanding of two religions
- demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith
- understand the influence of religion on individuals, communities and societies
- understand significant common and divergent views between and/or within religions and beliefs
- apply knowledge and understanding in order to analyse questions related to religious beliefs and values
- construct well-informed and balanced arguments on matters concerned with religious

## CAREERS AND POST 16 PROGRESSION

| What careers the subject will support?   | Which courses will the subject support Post 16?   |
|--|---|
| Careers in politics<br>Civil service industries<br>Education sector<br>Human resources<br>International relations<br>Journalism<br>Law<br>Law enforcement<br>Occupational therapist<br>Public relations<br>Social work | Studying RE at GCSE equips students to pursue a variety of literacy based post 16 subjects.<br>These include:<br>Sociology<br>Philosophy<br>History<br>Government & Politics<br>Geography<br>English Literature<br>BTEC Law |

## USEFUL RESOURCES

- Beliefs in Action. Specification B. Victor Watton and Robert Stone.(Hodder education)
- ISBN 978-1-471-86659-3
- Religious Studies: Paper 1 Religions and Ethics: Christianity. Lynne Gibson (Pearson)
- ISBN 978-1-292-13932-6
- Religions and ethics through Christianity Gordon Reid and Sarah K Tyler
- ISBN 978-0-19-837040-6
- Revise Edexcel GCSE (9-1) Religious Studies B, Christianity & Islam revision guide.(Pearson)  
ISBN 9781292148823

# OPTIONAL SUBJECTS

ART & DESIGN - GCSE  
COMPUTER SCIENCE – GCSE  
DRAMA - GCSE  
DT - GCSE  
ECONOMICS – GCSE  
ENTERPRISE – BTEC  
FRENCH - GCSE  
GEOGRAPHY - GCSE  
GERMAN - GCSE  
HISTORY - GCSE  
IMEDIA – OCR NATIONAL  
MEDIA STUDIES - GCSE  
MEDIA STUDIES - BTEC  
MUSIC - GCSE  
PERFORMING ARTS - BTEC  
PHYSICAL EDUCATION - GCSE  
SPORT - BTEC



# ART & DESIGN – GCSE

|   |  |
|---|--|
| <b>Exam Board:</b>                        | <b>AQA Fine Art</b>  |
| How will the course be examined/assessed? | <ul style="list-style-type: none"><li>• One unit of Coursework (60%) which includes a number of smaller projects</li><li>• An externally set exam assignment (40%)</li></ul> |
| Head of Department:                       | Ms D Sharma  |

## WHAT WILL BE STUDIED?

1. My Surroundings workshops (Sept-Oct half term) 8 weeks
2. My Surroundings Own focus (Oct half term to Dec) 7 weeks
3. My Surroundings extended
4. Exam (Externally set themes)

## WHY STUDY THE SUBJECT?

A two-year course leading to a GCSE in Art, Craft and Design. This GCSE encourages an adventurous and enquiring approach to Art and Design. Successful students will be able to demonstrate an understanding of past and contemporary art and design practice and be able to produce a personal response that embraces a range of ideas.

## CAREERS AND POST 16 PROGRESSION

### What careers the subject will support?

There are many careers leading on from an A level or Degree in Art and Design such as architecture, fashion design, graphic design, illustration, interior design, photography, new media design, model-making, landscape architecture, jewellery design, printing, engraving, restoration, stage and set design

### Which courses will the subject support Post 16?

This course can lead to AS and A Level courses in Art & Design, Creative media, Photography and Textiles.  
The new BTEC specification in Art and Design uses a combination of assessment styles to give students confidence they can apply their knowledge to succeed in the workplace – and have the study skills to continue learning on higher education courses and throughout their career.

## USEFUL RESOURCES

- GCSE Art and Design- Bitesize
- A Guide to the GCSE Art sketchbook
- Art and Design AQA GCSE
- Exam Help- Student Resource- Tate

# COMPUTER SCIENCE – GCSE

|   |   |
|---|---|
| <b>Exam Board:</b>                        | <b>OCR</b>  |
| How will the course be examined/assessed? | External Exam: 2 x Theory papers:<br>Paper 1: Computer Systems 50%<br>Paper 2: Computational thinking and programming 50% |
| Head of Department:                       | Mrs L Slabber   |

## OFFERED TO SELECTED STUDENTS ONLY

Entry requirements - students need to be predicted a Grade 4- or above in Maths by the end of KS3 (Year 9)

## WHAT WILL BE STUDIED?

You will begin the year by learning how computers actually work, you will discover what binary numbers are and how computers store data. You will do some binary conversions, binary addition and hexadecimal conversions. You will learn some exciting methods to write Caesar cypher messages (secret code) and how computers compress images and sound.

You will have a good look at the inside of a computer and all the components of it. You will learn about the function of all the components inside your computer and how it is possible for your computer to do so many things at once! You will learn about computer networks and will have a demonstration and talk about the school's network. You will have a look inside the server room where all of the network comes together. You will find out how networks are set up and how networks can be breached by learning about viruses and security threats.

Towards the end of your course, you will learn how the internet actually works and how the different protocols ensure that you can access websites and send and receive e-mails. You will learn about micro controllers and how they work.

During the year you will also build on your programming skills in Python and write some exciting programs of your own. By the end of the year you will be able to code a large program consisting of many subprograms, iteration and selection constructs.

During a two-week cycle, you will have 3 theory lessons and 2 practical programming lessons.

## WHY STUDY THE SUBJECT?

GCSE Computer Science is part of the EBAC subjects and provides wonderful high earning career opportunities in the technology industry. During every lesson you will discover new things about computers and how it impacts our everyday life. The technology industry is the fastest growing industry in the world, you will be assured of a wide variety of careers to choose from. Students enjoy the challenges this course offers and it is seen as one of the prestige GCSE's to take.

## **CAREERS AND POST 16 PROGRESSION**

After the successful completion of GCSE Computer Science, you can continue to study A –level Computer Science at Rutlish. You will have the opportunity to code your own computer game using Pycharm and continue to learn more in depth about the topics covered in KS 4. Computer Science provides you with the skills to become a Game Designer, design your own apps/ software programs, work in networking and in the technology department of the biggest companies in the world. Other careers include, Computer Technicians; Computer Engineers and Data Managers, many jobs are also available in the Media industry. Why not even begin your own tech business!

## **USEFUL RESOURCES**

- Programming: Download the latest version of the free programming software - Python.  
<http://www.learnpython.org/>
- Text book: Edexcel Computer Science 9 – 1: ISBN: 978 – 1 – 292 – 12588 - 6

# DRAMA - GCSE

| Exam Board                                | AQA   |
|---|---|
| How will the course be examined/assessed? | <b>Component 1-</b> Students complete the study of set play- <b>Blood Brothers</b> . 40%<br><b>Component 2-</b> Students are allowed the creative freedom to develop a play based which is entirely devised and based on their own ideas. Inspiration for their story/play may come from magazines, newspaper articles, films, poems etc. They track their progress through devising a logbook as the play develops. - 40%<br><b>Component 3-</b> In this component, students perform 2 monologues, duologues or short extracts from a play with their peers. 20% |
| Head of Department:                       | Ms C Dawkins  |

## WHAT WILL BE STUDIED?

The course also provides many opportunities for students of all abilities to develop their practical skills as well as utilise contemporary issues to influence their choice of plays. This course also provides students with the opportunity to work in groups, in order to create different plays/theatrical works. Students will develop their self-confidence and public speaking skills, as well as learn about different playwrights and plays. All students will also take part in a live theatre visit and will also enjoy visits from other local schools and colleges. Students will also develop an understanding of Brecht, Artaud and Stanislavskian theatre styles and acting techniques which will be particularly useful in Component 2 and 3.

## HOW WILL I BE ASSESSED?

There will be many opportunities for assessment to take place during the course both practically and in written form. Video recordings of the work/ evidence will allow for peer and self- assessment at various intervals during the course. Written logs at different intervals will also allow for note-taking on developing scenes. There will be a final exam which assesses the practical exploration of the play Blood Brothers.

## WHY STUDY THE SUBJECT?

On completion of the qualification, you will have developed a good practical understanding of the performing arts sector including the various job roles and opportunities. This qualification will also form the basis for those students who wish to progress to the A Level Drama and Theatre Studies course. Future job roles include but are not limited to lighting engineer, set designer, front of house staff, theatre manager, actor, drama teacher, drama tutor.

## CAREERS AND POST 16 PROGRESSION

|   |  |
|---|--|
| <b>What careers the subject will support?</b><br><br>Students who study Drama can take advantage of a wealth of opportunities as it will support job roles including Script Writer, Director, Actor, Stage hand and Front of House staff. | <b>Which courses will the subject support Post 16?</b><br><br>Students who take this course often progress onto the A Level Drama and Theatre Studies Course at college. Others may wish to develop their Practical skills with a Btec Level 3 in Production /Performance. |
|---|--|

## USEFUL RESOURCES

|  |
|--|
| Further information about this qualification can also be accessed at:<br><a href="http://www.aqa.org.uk/subjects/drama/gcse/drama-8261">http://www.aqa.org.uk/subjects/drama/gcse/drama-8261</a> |
|--|

# DESIGN TECHNOLOGY – GCSE

|   |                                     |
|---|-------------------------------------|
| <b>Exam Board</b>                       | <b>AQA</b>                          |
| How will the GCSE be examined/assessed? | Non exam assessment 50%<br>Exam 50% |
| Head of Department                      | Ms N Bhaga                          |

## WHAT WILL BE STUDIED?

The GCSE emphasises understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Students will learn about contemporary technologies, materials and processes, as well as established practices.

- **Rutlish School Design and Technology Department will offer two pathways, majoring in two key areas of DT; Resistant Materials and Graphics. It is important that you opt for the correct pathway on the Option Form, please speak with your teachers for guidance.**
- All Students will learn core aspects of DT from the following disciplines: Resistant Materials, Graphic Products, Electronics and Textiles.
- **Graphical skills and practical techniques:**
  - Students will communicate their ideas in 2D and 3D, leading to 3D outcomes such as promotional products, posters, packaging design. Products will be made from compliant materials – card, paper and plastic
- **Resistant Material skills and Practical techniques:**
  - using a variety of hand tools and machines. Students will learn and perform a range of practical skills in order to create three-dimensional outcomes made from woods, metals and plastics such as furniture, storage units and lighting.
- All students will produce a coursework folder covering the following areas: identifying the problem, the development of the design proposal, the make and testing and evaluation. This would normally comprise 20 A3 sheets.
- They will look at industrial processes in order to understand 'real life' design.
- The course will allow students to develop their key skills in communication, application of number and information technology (students will be required to make effective use of IT, in particular CAD/CAM) and identify opportunities for working with others, improving their own learning and performance and problem solving.

## WHY STUDY THE SUBJECT?

Design & Technology combines learning in both creative and technological areas. The ability to organise work independently is also developed, encouraging students to be autonomous learners, using the teacher as a facilitator.

Skills which are of use in many areas of study and employment will also be developed, particularly problem solving. The course may lead you to further education in design and/or a career in illustration, advertising, architecture, display and exhibition design, IT, fashion design or furniture design, product design, industrial design, engineering, display and exhibition design or architecture.

## CAREERS AND POST 16 PROGRESSION

### What careers the subject will support?

Engineering, Architect, Robotics, Web Designing, Furniture design, Industrial design, Graphic Design, Product Designer, Entrepreneur, Gaming, Web design and many more!

### Which courses will the subject support Post 16?

Graphic Design, Product design, Engineering, Art & Design, Architecture and many more!

## USEFUL RESOURCES

- Access to a computer, the library, LRC and other information sources such as the Internet, TV/video.
- Basic graphic equipment such as a pencil, black fine-liner, set square, compass, eraser, sharpener, craft knife, scissors, glue stick and coloured pencils.

# ECONOMICS – GCSE

*"I was curious about everything that happens around me. Studying economics satisfies my curiosity." – RR6 Economics Student*

| Exam Board                              | AQA  |
|---|--|
| How will the GCSE be examined/assessed? | Paper 1 - 50% Examination<br>Paper 2 - 50% Examination |
| Head of Department:<br>Subject Leader:  | Mr A Redzepagic<br>Mr M Dunn                           |

## WHAT WILL BE STUDIED?

This course looks at economic activity through the lens of consumers, producers and government, in order to understand the workings of the global economy. Students will investigate national and global economic situations and issues from the last 15 years, and learn about the policies that governments have used to attempt to manage these situations. As students go through the course they're presented with opportunities to focus on real-world events and consider the moral and ethical concerns that arise as a result of economic activity.

Students will need to be able to make relevant calculations from economic data and be able to interpret data presented in the form of graphs and charts.

### Section 1: How markets work

Students will look at how choices are made by economic agents, and how resources are allocated using a market mechanism. They will gain an appreciation of how prices are determined, and be introduced to concepts such as supply and demand, intermarket relationships and price elasticity.

Students will investigate the significance of costs, revenue and profit for producers, leading to an understanding of the concepts of production, productivity and economies of scale. Students will then explore the importance of competition in relation to resource allocation, leading to an investigation of the factors that lead to market failure.

### Section 2: How the economy works

The section largely focuses on government objectives and their role in managing the economy. A range of policies will be explored in relation to these objectives, highlighting the fact that pursuing one objective can have a detrimental effect on other objectives.

Students also examine why countries trade, and the significance of the global economy, including free-trade agreements. Finally, students will explore the role of money and the significance of the financial markets in modern economies.

## WHY STUDY THE SUBJECT?

Economics is a fascinating subject to study, as it helps you to look more deeply into the world around you – how and why it functions as it does. It can also give you new perspectives on some of the most pressing and challenging problems facing the world today.

Economics does not revolve solely around wealth creation, or changes in financial money markets and their effects on business performance. Economic decisions and activities impact on many different areas of society and on our own everyday lives – interest rate fluctuations, personal taxation, unemployment, labour force migration and football transfer prices, to name but a few. In a world where there is increasing debate about scarcity of resources, economics plays a key role in that it is fundamentally concerned with how to allocate those resources most efficiently.



## CAREERS AND POST 16 PROGRESSION

|  |  |
|--|--|
| <p><b>What careers the subject will support?</b></p> <p>Economics is a well-regarded academic subject which is useful for any career. If you intend to study Economics at university then it is often advisable to study Mathematics to AS or A Level. Students who go on to complete a degree in Economics may find employment opportunities in the public sector (public enterprises), the private sector, and regional and international organizations.</p> | <p><b>Which courses will the subject support Post 16?</b></p> <p>Economics, Geography, Computer Science, Politics, Health &amp; Social Care, Mathematics, History.</p> |
|--|--|

## USEFUL RESOURCES

|  |
|--|
| <p>As this is a new course, the textbook has yet to be published by AQA.</p> <ul style="list-style-type: none"><li>• Resources specifically tailored by the Department</li></ul> |
|--|

# ENTERPRISE - BTEC

(Previously Business Studies)

|   |   |
|---|---|
| <b>Exam Board</b>                       | <b>PEARSON EDEXCEL - Level 1 &amp; 2 Tech Award</b>                                   |
| How will the GCSE be examined/assessed? | Non Exam Assessment<br>60% internal controlled assessment and 40% external assessment |
| Head of Department:                     | Mr A Redzepagic   |

## WHAT WILL BE STUDIED – Year 10

In Year 10 you will be completing one unit. You will be given assignment briefs and will be required to complete all tasks by the deadline given by the teacher.

### **Component 3** – Promoting and Finance for Enterprise

*In this unit you will:*

- Demonstrate knowledge and understanding of elements of promotion and financial records
- Interpret and use promotional and financial information in relation to a given enterprise
- Make connections between different factors influencing a given enterprise
- Be able to advise and provide recommendations to a given enterprise on ways to improve its performance

## WHAT WILL BE STUDIED – Year 11

In Year 11 you will be completing two units. At the end of unit 2 you will sit an external online exam which will be externally marked.

### **Component 2** - Planning for and Pitching an Enterprise Activity

*In this unit you will:*

- Explore ideas and plan for a micro-enterprise activity
- Pitch a micro-enterprise activity
- Review own pitch for a micro-enterprise activity.

### **Component 1** – Exploring Enterprises

*In this unit you will:*

- Examine the characteristics of local SME
- Explore how market research helps enterprises to meet customer needs and understand competitor behaviour
- Investigate the factors that contribute to the success of an enterprise.

## WHY STUDY THE SUBJECT?

BTEC Tech Award in Enterprise has been developed to provide learners with a stimulating and engaging introduction to the business world. This new qualification will help learners to develop their knowledge of business theory and allow them to use their creativity and entrepreneurship.

## CAREERS AND POST 16 PROGRESSION

|   |   |
|---|---|
| <b>What careers the subject will support?</b><br><br>BTEC Tech Award in Enterprise prepares them to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector. | <b>Which courses will the subject support Post 16?</b><br><br>BTEC National Extended Certificate in Business, Applied Science, Creative Digital Media Production, Computer Science, Dance, Information Technology, Mathematics, Music, Production Arts and Sport. |
|---|---|

## USEFUL RESOURCES

|   |  |
|---|--|
| BTEC Tech Award Enterprise Student Book 2 <sup>nd</sup> Ed <ul style="list-style-type: none"><li>• ISBN: 9781292279343 -</li></ul> Revise BTEC Tech Award Enterprise Revision Guide <ul style="list-style-type: none"><li>• ISBN: 9781292245607</li></ul> | Tutor2U website<br>The Guardian/ business news<br>The BBC/ business news<br>Independent/ business news |
|---|--|

# FRENCH – GCSE

|   |   |
|---|---|
| <b>Exam Board:</b>                        | <b>PEARSON EDEXCEL</b>  |
| How will the course be examined/assessed? | Exam Listening 25%<br>Exam Reading 25%<br>Exam Speaking 25%<br>Exam Writing 25% |
| Head of French:                           | Ms T Minier   |
| Head of MFL department:                   | Ms T Minier   |

## WHAT WILL BE STUDIED?

**There are five themes across the course:**

- **Identity and culture:** personality, family, friendship, hobbies (sport, cinema, TV, reading), food and culture.
- **Local area, holiday, travel:** where you live, advantages and disadvantages, holidays preferences, holiday transactions.
- **School:** description of your school, primary school experiences, opinions on school subjects, plans for future studies.
- **Future aspirations, study and work:** plans for the future, further education, jobs you would like to do and why, ...
- **International and global dimension:** discussing world issues, how to protect the environment, the advantages and disadvantages of world events (musical festivals, sport events).

**There are 4 exams at the end of year 11:**

### Listening

The Foundation paper is in two sections: the first section has questions that are set and responded to in English and the second section has questions that are set and responded to in French. The Foundation paper is 35 minutes. The Higher paper is also in two sections: the first section has questions that are set and responded to in French. The second section has questions that are set and responded to in English. The Higher paper is 45 minutes.

### Reading

Both the Foundation and Higher papers are in two sections: the first section has questions that are set and responded to in English. The second section has questions that are set and responded to in French. The Foundation paper is 45 minutes and the Higher paper is 1 hour.

### Speaking

There are three tasks which must be conducted in the following order:

Task 1 – a role play based on one topic that is allocated by Pearson Edexcel.

Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson Edexcel.

Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson Edexcel.

Foundation: 7–9 mins plus 12 mins preparation time. Higher: 10–12 mins plus 12 mins preparation time.

### Writing

The Foundation paper comprises four tasks: a photo description (20-30 words), a short writing task (40-50 words), a longer writing task (80-90 words) and a translation into French. The paper is 1 hour 10 minutes. The Higher paper comprises three tasks: a short writing task (80-90 words), an extended writing task (130-150 words) and a translation into French. The paper is 1 hour 20 minutes.

## WHY STUDY THE SUBJECT?

Here are nine reasons why you should study French GCSE:

1. You can travel to and work in different countries around the world.
2. You get paid 5-10% more for doing the same job if you can do it in more than one language!
3. It's the perfect way to meet new people and discover new cultures.
4. Speaking another language really makes you stand out from the crowd, especially in university and job applications.
5. Learning a foreign language can help you understand your own language and make it easier to learn others.
6. You develop 4 key skills which are important across the curriculum and in all aspects of life; listening, reading, speaking and writing.
7. You'll have fun learning about a wide range of topics from shopping, to sport, to food and entertainment.
8. Speaking more than one language increases your brain capacity and you have better memory too.
9. It's an impressive achievement to speak a foreign language and you'll have better options for your future!

## CAREERS AND POST 16 PROGRESSION

**A world of opportunities!**

Almost any job can benefit from your knowing another language. More and more of the UK population speak languages other than English and employers in social services, business, communications and the government all recruit people with language skills. Language skills set you apart from other workers, making you a better candidate for promotion and work on new projects. Beyond that, there are a huge number of jobs that absolutely require that you speak a second language. These include working in the Foreign Service, serving as a translator and/or interpreter for the government or the private sector, working at international institutions such as the UN or UNICEF, teaching foreign languages, literatures and cultures in schools or universities in the UK or abroad and working for international business corporations. Here are some examples of the many career options that languages are useful for:

- **Business and finance:** accountant, administration, human resources director, economist, stockbroker
- **Communications:** reporter, journalist, publisher, editor, interpreter, tour guide, public relations, film producer or director, sports agent
- **Science and Technology:** Engineer, chemist physicist, anthropologist, archaeologist, geologist, biologist
- **Education:** teaching in the UK and abroad
- **Government:** translator, interpreter, law enforcement, diplomatic foreign service, customs official, advisor
- **Import and export:** of any goods and services
- **Social services:** social worker, probation officer, criminology and law enforcement, school counsellor, drug abuse counsellor, occupational health care, income maintenance counsellor

## USEFUL RESOURCES

- Edexcel GCSE French revision guide and workbook
- GCSE vocabulary lists on [memrise.com](http://memrise.com)
- Intermediate topics on [linguascope.com](http://linguascope.com)
- The "Languages online" website for grammar practice

# GEOGRAPHY – GCSE

*Michael Palin: "Geography is the subject which holds the key to our future"*

|   |                        |
|---|------------------------|
| <b>Exam Board</b>                       | <b>PEARSON EDEXCEL</b> |
| How will the GCSE be examined/assessed? | 100% exam              |
| Head of Department:                     | Mr A Redzepagic        |

## WHAT WILL BE STUDIED?

The world is always changing. This specification gives you the chance to learn about the changes. There are three components:

### **Component 1: Global Geographical Issues**

This will give you a sound understanding of important physical and human processes and how they interact with each other. Topics will range between the hazardous earth, development dynamics and challenges of an urbanising world.

### **Component 2: UK Geographical Issues**

This focuses on the UK's evolving physical landscape that include coastal change and the conflict and river processes and pressures. The component 2 also include the UK's evolving landscape and investigates closely the dynamic UK cities. In addition, the focus is also on geographical investigation including one physical fieldwork investigation into the coastal change and conflict and one human fieldwork investigation of dynamic UK cities.

In order to maximise achievement, the Department expects that each student opting for GCSE Geography commits to the residential trip to Juniper Hall in order to conduct fieldwork investigation on the coastal landscape (Newhaven) & urban areas (Guildford). The fieldwork investigation is integral part of syllabus and constitutes the compulsory element of Unit 2 worth 36 exam marks.

### **Component 3: People & Environmental Issues - Making Geographical Decisions**

This is a decision making exercise that explores the inter-relationship between the people and the biosphere and investigates how forests are under threat. This component further explores the issues surrounding the consuming energy resources.

## HOW IS THE COURSE ASSESSED?

**Component 1: Global Geographical Issues** is a written examination and will last 1 hour and 30 minutes. It is worth 37.5% of the qualification, is out of 94 marks available of which up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology.

The exam includes multiple-choice questions, short open, open response and extended writing questions, calculations and 8-mark extended writing questions on Section A: Hazardous Earth; Section B: Development Dynamics and Section C: Challenges of an Urbanising World.

**Component 2: UK Geographical Issues** is a written examination and will last 1 hour and 30 minutes. It is worth 37.5% of the qualification, is out of 94 marks available of which up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology.

The exam includes multiple-choice questions, short open, open response and extended writing questions, calculations and 8-mark extended writing questions on Section A: The UK's Evolving Physical Landscapes; Section B: The UK's Evolving Human Landscapes and Section C: Geographical Investigation which is divided into C1 – students choose one from two optional questions i.e. Coastal Change & Conflicts or River Processes & Pressures and C2 – students choose one from two optional questions i.e. Dynamic Urban Areas or Changing

Rural Areas.

**Component 3: People & Environmental Issues – Making Geographical Decisions** is a written examination and will last 1 hour and 30 minutes. It is worth 25% of the qualification, is out of 64 marks available of which up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology.

The four key sections that will be assessed are: Section A - People and the biosphere; Section B - Forests under threat; Section C - Consuming energy resources and Section D - Making a geographical decision.

The exam includes multiple-choice questions, short open, open response and extended writing questions. Section C will include 8-mark extended writing questions and Section D will offer a choice of **one** from three decisions assessed through a 12-mark extended writing question.

## WHAT DO I NEED TO KNOW, OR BE ABLE TO DO, BEFORE TAKING THIS COURSE?

You will have learned a number of geographical skills and a body of geographical knowledge at Key Stage 3. These will be developed further during the GCSE course to give you a deeper understanding of the world. Much will be new but your previous study of geography will have helped prepare you to think like a geographer, so the development of new skills and concepts will be easy.

## CAREERS AND POST 16 PROGRESSION

### What careers the subject will support?

You will find that studying geography is a brilliant step towards a wider range of HE courses and/or employment opportunities.

**Further education:** geographers can go on to study higher level courses, including foundation degrees, Under graduate degrees and/or BTEC Higher Nationals.

**Employment:** geographers can go into a wide range of jobs, including; advertising, education, environmental work, climate research, hazard management, business management, finance, law, marketing, retail / sales, social / health services, travel and tourism.

### Which courses will the subject support Post 16?

Geography, Economics, Biology, Business Studies, Further Mathematics, Politics, History, Mathematics, Modern Languages and Sport.

## USEFUL RESOURCES

GCSE (9-1) Geography specification B: Investigating Geographical Issues

- ISBN: 9781446927762

Revise Edexcel GCSE (9-1) Geography B Revision Guide

- ISBN: 9781292133782

The National Geographic magazine website [www.nationalgeographic.com/index.html](http://www.nationalgeographic.com/index.html) or [www.bbc.co.uk/schools/gcsebitesize/hotlinks/geography.shtml](http://www.bbc.co.uk/schools/gcsebitesize/hotlinks/geography.shtml)

The WorldMapper website. [www.worldmapper.org](http://www.worldmapper.org)

The Royal Geographical Society's Geography in the News website [www.geographyinthenews.rgs.org/usefullinks/](http://www.geographyinthenews.rgs.org/usefullinks/)

# GERMAN – GCSE

|   |   |
|---|---|
| <b>Exam Board:</b>                        | <b>PEARSON EDEXCEL</b>  |
| How will the course be examined/assessed? | Exam Listening 25%<br>Exam Reading 25%<br>Exam Speaking 25%<br>Exam Writing 25% |
| Head of German<br>Head of MFL department: | Ms E Pye<br>Ms T Minier   |

## WHAT WILL BE STUDIED?

**There are five themes across the course:**

- Identity and culture (talking about yourself, your family, hobbies and interests)
- Local area, holiday, travel (describing where you live, listing advantages and disadvantages, describing holidays)
- School (Describing and expressing opinions on school)
- Future aspirations, study and work (Talking about what you would like to do in the future)
- International and global dimension (discussing global issues such as the environment and poverty)

**There are 4 exams at the end of year 11:**

### Listening

The Foundation paper is in two sections: the first section has questions that are set and responded to in English and the second section has questions that are set and responded to in German. The Foundation paper is 35 minutes. The Higher paper is also in two sections: the first section has questions that are set and responded to in German. The second section has questions that are set and responded to in English. The Higher paper is 45 minutes.

### Reading

Both the Foundation and Higher papers are in two sections: the first section has questions that are set and responded to in English. The second section has questions that are set and responded to in German. The Foundation paper is 45 minutes and the Higher paper is 1 hour.

### Speaking

There are three tasks which must be conducted in the following order:

Task 1 – a role play based on one topic that is allocated by Pearson Edexcel.

Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson Edexcel.

Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson Edexcel.

Foundation: 7–9 mins plus 12 mins preparation time. Higher: 10–12 mins plus 12 mins preparation time.

### Writing

The Foundation paper comprises four tasks: a photo description (20-30 words), a short writing task (40-50 words), a longer writing task (80-90 words) and a translation into German. The paper is 1 hour 10 minutes.

The Higher paper comprises three tasks: a short writing task (80-90 words), an extended writing task (130-150 words) and a translation into German. The paper is 1 hour 20 minutes.



## WHY STUDY THE SUBJECT?

### Here are nine reasons why you should study German GCSE:

1. You can travel to and work in different countries around the world.
2. You get paid 5-10% more for doing the same job if you can do it in more than one language! German is one of the most sought after languages for UK employers
3. It's the perfect way to meet new people and discover new cultures.
4. Speaking another language really makes you stand out from the crowd, especially in university and job applications.
5. Learning a foreign language can help you understand your own language and make it easier to learn others.
6. You develop 4 key skills which are important across the curriculum and in all aspects of life; listening, reading, speaking and writing.
7. You'll have fun learning about a wide range of topics from shopping, to sport, to food and entertainment.
8. Speaking more than one language increases your brain capacity and you have better memory too.
9. It's an impressive achievement to speak a foreign language and you'll have better options for your future!

## CAREERS AND POST 16 PROGRESSION

### A world of opportunities!

Almost any job can benefit from your knowing another language. More and more of the UK population speak languages other than English and employers in social services, business, communications and the government all recruit people with language skills. Language skills set you apart from other workers, making you a better candidate for promotion and work on new projects. Beyond that, there are a huge number of jobs that absolutely require that you speak a second language. These include working in the Foreign Service, serving as a translator and/or interpreter for the government or the private sector, working at international institutions such as the UN or UNICEF, teaching foreign languages, literatures and cultures in schools or universities in the UK or abroad and working for international business corporations. Here are some examples of the many career options that languages are useful for:

- **Business and finance:** accountant, administration, human resources director, economist, stockbroker
- **Communications:** reporter, journalist, publisher, editor, interpreter, tour guide, public relations, film producer or director, sports agent
- **Science and Technology:** Engineer, chemist physicist, anthropologist, archaeologist, geologist, biologist
- **Education:** teaching in the UK and abroad
- **Government:** translator, interpreter, law enforcement, diplomatic foreign service, customs official, advisor
- **Import and export:** of any goods and services
- **Social services:** social worker, probation officer, criminology and law enforcement, school counsellor, drug abuse counsellor, occupational health care, income maintenance counsellor

## USEFUL RESOURCES

- Edexcel GCSE German revision guide and workbook
- GCSE vocabulary lists on [memrise.com](http://memrise.com)
- Intermediate topics on [linguascope.com](http://linguascope.com)

# HISTORY – GCSE

| Exam Board                              | AQA   |
|---|---|
| How will the GCSE be examined/assessed? | <u>Two</u> written exams: 2 hours each*<br>Each paper is worth 84 marks (including 4 marks for spelling, punctuation and grammar)<br>Each paper is worth 50% of the GCSE.<br>*In June 2020 and in the exams arranged for autumn 2020 students were able to sit one hour long exam papers. We are uncertain if this will remain into the future exam series. |
| Head of Department:                     | Mr H Davut  |

## WHAT WILL BE STUDIED?

On the basis that the boards revert to two separate exams covering two topics each:

### Paper One: Understanding the Modern World

Section A: Period study - 1B Germany, 1890–1945: Democracy and dictatorship

Section B: Wider world depth studies - Conflict and tension in Asia, 1950–1975: Korea and Vietnam

### Paper Two: Shaping the Nation

Section A: Thematic study – 2B Britain: This unit covers approximately 1000 years of English/British History from a choice of options. We are currently reviewing our choice of topic for this unit.

Section B: British depth studies including the historical environment – Restoration England 1660-1685  
There is no longer a coursework element to the GCSE.

## WHY STUDY THE SUBJECT?

*'It is a fascinating course, and we get to understand how society has developed. The teaching is excellent, and the teachers here at Rutlish are determined go the extra mile to help us achieve our best.'*

From a student who went on to study History in the 6<sup>th</sup> form.

*'Who controls the past controls the future: who controls the present controls the past.'*

George Orwell

Studying GCSE History gives students opportunities to assess and analyse the world around them, by developing their knowledge and understanding of the past. However History is not a static topic and the events of 2020 has illustrated this to great effect, whether it be as a result of the Black Lives Matter Movement, the revival of Nationalism or the inevitable comparisons with historic pandemics, we are provide, at least some, historic comparisons.

History will develop the student's ability to write descriptively, discuss analytically and present fluently. Students will develop a wide range of skills, such as, Interpretation, Evaluation and Analysis, skills that are essential outside of the History classroom and will form the basis of many careers such as law, journalism and business. It gives them skills of critical analysis, writing skills and the ability test the reliability of sources of information; a vital skill in the modern world.

It is a widely respected subject across the world.

## CAREERS AND POST 16 PROGRESSION

|  |   |
|--|---|
| <b>What careers the subject will support?</b><br><br>Law, journalism, civil service, academia, teacher, archaeologist, Heritage Industry | <b>Which courses will the subject support Post 16?</b><br><br>History, Politics, International Relations, Law, English, Geography, Media and Journalism |
|--|---|

## USEFUL RESOURCES

### Classroom textbooks:

- Understanding the Modern World Ferriby, Martin and Walsh ISBN 978 1 471862946. This book covers both topics in **Paper 1**.
- Oxford AQA GCSE History also produce “Germany 1890-1945” and “Conflict in Asia 1950-1975” as single. volumes.
- For **Paper 2** there are two books we use as follows:
- Power and the People, Alf Wilkinson ISBN 978 1 4718 6151 2
- For Restoration England Oxford AQA British Depth Study 1066 – 1685 Waterson and Williams Lena Clarke ISBN 978 0 19 8370123

### Revision Guides

We have yet to receive publishers copies of revision guides that adequately cover all 4 topics that we would recommend but will continue to review the publishers offerings.

### On-line resources

Our students should be familiar with a variety of on-line resources that are often used by teachers in class. One particular useful one is BBC Bitesize that follows the curriculum closely.

<https://www.bbc.com/education/subjects/>

# IT IMEDIA - OCR NATIONAL

Creative Interactive Media

|   |  |
|---|--|
| Exam Board:                               | OCR - Level 1 & 2<br>Equivalent to 1 GCSE  |
| How will the course be examined/assessed? | Mandatory Unit:<br>R081: Pre-Production skills Written Paper<br>R082: Creating Digital Graphics<br>Optional Units:<br>R085: Creating a multipage website<br>R086: Creating a digital animation or R087: Creating interactive multimedia products |
| Head of Department:                       | Mrs L Slabber  |

## WHAT WILL BE STUDIED?

### Unit R081: Pre-Production Skills

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

### Unit R082: Creating Digital Graphics

The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and media sector. Students will create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.

### Unit R085: Creating a Multipage website

This unit will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website.

### Unit R086: Creating a Digital Animation

Learners will be able to plan a digital animation to a client brief, use animation software to create the animation and be able to store, export and review the final product.

### Unit R087: Creating interactive Multimedia Products

The unit will enable learners to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating an interactive multimedia product.

## WHY STUDY THE COURSE?

This course will develop your ability to select and use digital applications appropriately and produce high quality outcomes. It enhances your creativity and communication skills and will equip you with some of the skills you will need in the workplace or in further education or training.

You will work on various projects by planning, developing and reviewing your work, therefore enhancing your skills to reflect critically on your own work as well as those of others. Students who take this subject thoroughly enjoy creating their multimedia projects and do very well in this course.

## CAREERS AND POST 16 PROGRESSION

### What careers the subject will support?

Advertising Manager, Animator, Art Director, Digital Graphic Designer, Digital Imaging Manager, E-business Consultant, Multimedia Designer, Public Relations Manager, Project Manager, Social Media Content Manager Technology Support Specialist Web Developer / Manager, Video Games designer, Theatre set designer.

### Which courses will the subject support Post 16?

BTEC ICT, A level Media, A level Photography

## USEFUL RESOURCES

- Serif Webplus X 6 software
- Microsoft Office Package
- Adobe Photoshop cc
- Photopea
- Adobe Animate cc

# MEDIA STUDIES – GCSE

|   |                                       |
|---|---------------------------------------|
| <b>Exam Board:</b>                        | <b>AQA</b>                            |
| How will the course be examined/assessed? | Non Exam Assessment: 30%<br>Exam: 70% |
| Head of Department:                       | Mr D Neesham                          |

## WHAT WILL BE STUDIED?

In this course, students will be exposed to different forms of Media and are asked to consider their impact on society as a whole. It is a course that looks at contemporary examples of Media, including Advertising, Television, News Production, Gaming, Music Production and Film Study.

This qualification is linear, meaning that students will sit all their exams and submit all their non-exam assessment at the end of the course. Therefore, the first year of study will allow students to grasp the core content. The core content for the course covers four key concepts:

1. Media language
2. Media representations
3. Media industries
4. Media audiences

The assessment takes the form of two exams at the end of the second year of the course, one with a focus on three areas of the theoretical framework: (industries, audiences and representation) and one with a focus on media language and contexts of the media. These allow the students to understand how the Media is constructed and how to make informed decisions based on what they consume.

Students will also complete an assignment for their 'Non Exam Assessment' for which they will be given a theme by the exam board. They will then be given the opportunity to create their own Media Product based on that theme using one of eight platforms (including print advertising, television, radio and online).

## WHY STUDY THE SUBJECT?

- The course encourages an awareness of the role of the Media in today's society, an increasingly significant quality to develop
- To develop a critical understanding of media texts that are read and understood by different audiences
- To gain a critical awareness of media representations of individuals, groups and issues
- To develop an understanding of the relationship between media industries, institutions, technologies, products and audiences
- To enable students to explore and represent their own ideas and experiences by developing practical production skills, including use of filming equipment, Adobe packages and online production.

## **CAREERS AND POST 16 PROGRESSION**

GCSE Media supports progression into more conceptual Media industries such as direction for Film and TV. It also lends itself well for those that wish to move into the advertising or journalism industries.

Students that progress post-16 in this curriculum area often go on to study A Level Film Studies or A Level Media Studies. Some students move into more vocational courses such as BTEC Level 3 Media Studies.

## **USEFUL RESOURCES**

- Access to a digital camera / camcorder
- Access to a television / radio
- Access to a computer / tablet
- Access to the internet
- Access to a colour printer
- Access to editing software of design software, such as iMovie and PhotoShop

# MEDIA STUDIES – BTEC

## Creative Media Production

|   |   |
|---|---|
| <b>Exam Board:</b>                        | <b>PEARSON BTEC Tech Award Level 1/2</b>                  |
| How will the course be examined/assessed? | Non Exam Assessment: 2/3 of course<br>Exam: 1/3 of course |
| Head of Department:                       | Mr D Neesham  |

### WHAT WILL BE STUDIED?

In this course, students will be exposed to different forms of Media and must show how these can be used in the business world to effectively communicate with an audience. It is a course that looks at contemporary examples of Media, including Advertising, Television, Gaming, Print Media and Film in the context of the workplace, with a digital, online focus.

#### Students will study 3 Units:

- Component 1 is internally assessed in a course work portfolio. This Component – ‘Investigating the Media’ – allows students to explore and analyse a number of different media products, including film trailers, sci-fi television, action video games and digital magazines.
- Component 2 is internally assessed in a course work portfolio. This Component – ‘Developing Media Skills and Techniques’ allows student to experiment with pre-production, production and post-production activities including planning, scripting, storyboarding, use of cameras, editing using Adobe software, and programming.
- Component 3 is externally assessed in 3 controlled sessions. Students are required to apply all they have learnt in Components 1 and 2 in order to ‘Respond to a Brief’ set by the exam board, creating an Ideas Log, Planning Materials and a final media product of their choice.

### WHY STUDY THE SUBJECT?

- to give you the opportunity to apply your knowledge, skills and understanding in the context of future technological development
- to provide you with opportunities to link your understanding of the Media and the world of work
- to enable you to enhance your English and mathematical competence in relevant, applied scenarios
- to support your development of transferable interpersonal skills, including working with others, problem-solving, independent study, and learning and thinking skills
- to provide you with a route through education that has clear progression pathways into further study or an apprenticeship.



## CAREERS AND POST 16 PROGRESSION

### What careers the subject will support?

BTEC Media supports progression into Media industries that require creative and technical skills; jobs such as scriptwriter, director, editor, camera operator, lighting specialist, special effects co-ordinator, editing for TV or Film, sound effects/foley etc.

### Which courses will the subject support Post 16?

More technical Post-16 courses such as BTEC Level 3 Media Studies will be a good place for a student to extend their experiences of this course and begin to specialise in a particular area.

## USEFUL RESOURCES

- Access to a digital camera / camcorder
- Access to a television / radio
- Access to a computer / tablet (ideally with Microsoft Office)
- Access to the internet
- Access to editing software, digital publishing software and design software, such as iMovie or PhotoShop

# MUSIC – GCSE

|   |  |
|---|--|
| <b>Exam Board:</b>                        | <b>PEARSON EDEXCEL</b>   |
| How will the course be examined/assessed? | Non Exam Assessment<br>2 x recorded performances 30%<br>2 x compositions 30%<br>Listening exam 40% |
| Head of Department:                       | Mrs D Steele   |

## WHAT WILL BE STUDIED?

### **Unit 1: Performance (30%)**

Students will record two performances, one to be a solo and one as part of an ensemble.

### **Unit 2: Composition (30%)**

Each student will submit two pieces of Music that they have written. One of them is in a style of their choice, using instruments of their choice. The other is in response to a brief set by the exam board. Students can notate this using traditional staff notation or sequencing software such as GarageBand or Logic.

### **Unit 3: Listening and Appraising Exam (40%)**

GCSE Edexcel Music is split up into four areas of study:

1. Instrumental Music of 1700-1820
2. Vocal Music
3. Music for Stage and Screen
4. Fusions

For each area, students will study two set works which exemplify key features of that genre. The listening exam is based on these set works and some unfamiliar pieces.

*Students will be at a disadvantage if they are not currently learning a musical instrument. This is due to the fact that their practical music ability forms part of their final grade. For further guidance please contact Mrs Steele, Head of Department.*

## WHY STUDY THE SUBJECT?

*"Music expresses that which cannot be said and on which it is impossible to be silent." - Victor Hugo*

- To develop performance skills on your instrument
- To develop your understanding of how a piece of Music is constructed and to put this into practice yourself
- To spend time studying the finest examples of Music, which put all of these principles into play
- The study of Music is proven to sharpen memory, reduce stress and improve analytical thinking skills.

Candidates are encouraged to speak to their Music teacher if they have any further questions.

## CAREERS AND POST 16 PROGRESSION

|  |  |
|--|--|
| <b>What careers the subject will support?</b><br><br>Teaching, The Music Industry, Sound Production, Sound Recording/Engineering, Studio Work, Performing, DJing, Music Therapy, Film Music Writing, Performing, Theatre Productions Private Music Lesson, Composer. | <b>Which courses will the subject support Post 16?</b><br><br>BTEC 3, A Level Music. |
|--|--|

## USEFUL RESOURCES

- Access to a keyboard, piano or chosen instrument.
- Individual instrumental lessons which can be arranged through MMF or subject teachers.

# PERFORMING ARTS – BTEC

|   |   |
|---|---|
| <b>Exam Board</b>                         | <b>PEARSON BTEC - Tech Award Level 1/2</b>  |
| How will the course be examined/assessed? | 3 Components:<br>1 & 2 – Internally Assessed<br>3 – Externally Assessed via a short online assessment |
| Head of Department:                       | Ms C Dawkins  |

## WHAT WILL BE STUDIED?

This exciting course allows you to study the acting skills and techniques required to work in the Performing Arts Industry. It also provides you with an opportunity to develop your technical knowledge in a practical learning environment. This qualification is popular as it allows for all work completed in the course; including simple mind maps to be assessed as part of the final qualification.

You will examine the roles and responsibilities of different performance artists and practitioners, such as actors, directors, writers and set designers; as well as the different approaches and styles used, such as comedy, naturalism and physical theatre. You will also develop key skills, such as being able to respond to and interpret different stimulus and plays. You will also observe the work of different performance artists, while you work within a group to develop ideas in rehearsal and in your final performance.

It is a practical introduction to life in the Performing Arts industry including the different job roles and opportunities for progression to becoming an actor. This qualification is equivalent to 1 GCSE and is accepted at all FE institutions. Students can also progress onto the Btec Level 3 in Performing Arts qualification at most Colleges.

## HOW WILL I BE ASSESSED?

- You will carry out tasks or mini-projects throughout the course based on the work of a range of practitioners.
- You will also develop your practical skills through devised plays which will be filmed and edited.
- You will also participate in an assessment.

## WHY STUDY THE SUBJECT?

Students who have completed this qualification have often commented on its level of accessibility. All work completed over the duration of the course including recorded discussions, posters and simple mind maps are assessed as part of final grade calculations.

There are also many opportunities for creative freedom, allowing students develop a wide range of different plays from different genres of theatre. They are also encouraged to record interim work, as well as incorporate the elements of Acting, or should they prefer; Dance, Poetry and other means of expression into their work.

## CAREERS AND POST 16 PROGRESSION

### What careers the subject will support?

Students will be better equipped to take on the challenges within the Performing Arts industry. Job roles include Front of House Staff, Actors, Drama Teachers, and Script Writers among others.

### Which courses will the subject support Post 16?

Students can progress onto The Btec Level 3 Tech Award in Performing Arts or The Btec Level 3 Production.

## USEFUL RESOURCES

Further information about this qualification can also be accessed at:

<http://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html>

Or ask Mr Embling (Performing Arts Teacher)

# PHYSICAL EDUCATION – GCSE

|   |   |
|---|---|
| <b>Exam Board:</b>                        | <b>PEARSON EDEXCEL</b>  |
| How will the course be examined/assessed? | Non Exam Assessment for practical and personal exercise programme<br>2 external exams |
| Head of Department:                       | Mr T Joyce  |

***Please be aware that your son's practical ability is directly assessed in this course and contributes to his final grade alongside his academic ability***

## WHAT WILL BE STUDIED?

|   |   |   |   |
|---|---|---|---|
| <p><b>There are four components to the GCSE Physical Education Course, these components are:</b></p> <ol style="list-style-type: none"> <li>1. Theory - Fitness and Body Systems</li> <li>2. Theory - Health and Performance</li> <li>3. Practical Performance</li> <li>4. Personal Exercise Programme</li> </ol>   |   |   |   |
| <b>Examinations 60% of Final Grade</b>  |   |   |   |
| <p><b>COMPONENT 1</b><br/><b>Fitness and Body Systems</b></p> <ol style="list-style-type: none"> <li>1. Applied anatomy and physiology</li> <li>2. Movement analysis</li> <li>3. Physical training</li> <li>4. Use of data</li> </ol> <p><b>Assessment :</b><br/>Written examination: 1 hour and 45 minutes<br/>36% of the qualification<br/>90 marks</p>   | <p><b>COMPONENT 2</b><br/><b>Health and Performance</b></p> <ol style="list-style-type: none"> <li>1. Health, fitness and well-being</li> <li>2. Sport psychology</li> <li>3. Socio-cultural influences</li> <li>4. Use of data</li> </ol> <p><b>Assessment :</b><br/>Written examination: 1 hour and 15 minutes<br/>24% of the qualification<br/>70 marks</p>  |   |   |
| <b>Non examination Assessment 40% of Final Grade</b>  |   |   |   |
| <p><b>COMPONENT 3</b><br/><b>Practical Performance</b></p> <p>The assessment consists of students completing three physical activities from a set list.</p> <ol style="list-style-type: none"> <li>1. One must be a team activity</li> <li>2. One must be an individual activity</li> <li>3. The final activity can be a free choice</li> </ol> <p>Skills in isolation<br/>Skills in a competitive/formal situation</p> <p><b>Assessment :</b><br/>Non-examined assessment: internally marked and externally moderated<br/>30% of the qualification<br/>105 marks (35 marks per activity)</p> | <p><b>Possible Sports</b></p> <p>Please be aware that not all of the sports below will be offered in lessons and liaison with outside coaches may be needed to facilitate this assessment.</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><b>Team Sports</b></p> <ul style="list-style-type: none"> <li>Rugby</li> <li>Football</li> <li>Cricket</li> <li>Hockey</li> <li>Handball</li> <li>Basketball</li> <li>Table Tennis(doubles)</li> <li>Tennis (doubles)</li> <li>Badminton(doubles)</li> </ul> </td> <td style="vertical-align: top; border-left: 1px solid black; padding-left: 10px;"> <p><b>Individual sports</b></p> <ul style="list-style-type: none"> <li>Athletics</li> <li>Trampolining</li> <li>Tennis(singles)</li> <li>Badminton(singles)</li> <li>Table tennis(singles)</li> <li>Swimming</li> <li>Skiing</li> </ul> </td> </tr> </table> | <p><b>Team Sports</b></p> <ul style="list-style-type: none"> <li>Rugby</li> <li>Football</li> <li>Cricket</li> <li>Hockey</li> <li>Handball</li> <li>Basketball</li> <li>Table Tennis(doubles)</li> <li>Tennis (doubles)</li> <li>Badminton(doubles)</li> </ul> | <p><b>Individual sports</b></p> <ul style="list-style-type: none"> <li>Athletics</li> <li>Trampolining</li> <li>Tennis(singles)</li> <li>Badminton(singles)</li> <li>Table tennis(singles)</li> <li>Swimming</li> <li>Skiing</li> </ul> |
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| <p><b>COMPONENT 4</b><br/><b>Personal Exercise Programme (PEP)</b></p> <ol style="list-style-type: none"> <li>1. Aim and planning analysis</li> <li>2. Carrying out and monitoring the PEP</li> </ol> <p>Evaluation of the PEP</p> <p><b>Non-examined assessment:</b><br/>Internally marked and externally moderated<br/>10% of the qualification<br/>20 marks</p>  |   |   |   |

## WHY STUDY THIS COURSE?

You have a good range of practical skills  
You have a good understanding of science

The course could lead to:

- Employment in a sport related sector
- Apprenticeships and other training
- Vocational courses such as the BTEC Nationals in Sport and Sport and Exercise Sciences
- Further study of physical education at AS and A Level

## CAREERS AND POST 16 PROGRESSION

### What careers this subject will support?

Sport related careers linked to coaching, teaching, physiotherapy

### Which courses will this subject support Post 16?

Btec Sport level 3, A Level PE

## USEFUL RESOURCES

- Edexcel GCSE PE
- Edexcel PE GCSE Revision guides and course books
- [www.topendsports.com](http://www.topendsports.com)
- [www.brianmac.co.uk](http://www.brianmac.co.uk)

# SPANISH – GCSE

|   |   |
|---|---|
| <b>Exam Board:</b>                          | <b>PEARSON EDEXCEL</b>  |
| How will the course be examined/assessed?   | Exam Listening 25%<br>Exam Reading 25%<br>Exam Speaking 25%<br>Exam Writing 25% |
| Head of Spanish:<br>Head of MFL department: | Ms A Arthur<br>Ms T Minier  |

## WHAT WILL BE STUDIED?

**There are five themes across the course:**

- Identity and culture (*relationships; interests; food and drink; social media and technology (uses and advantages/disadvantages)*)
- Local area, holiday, travel (*preferences; experiences; travel and accommodation; eating out; shopping*)
- School (*subjects; rules and pressures; celebrating success; school trips*)
- Future aspirations, study and work (*travel; employment; further study; volunteering*)
- International and global dimension (*sports events; music events; campaigns and good causes; access to natural resources; being 'green'*)

**There are 4 exams at the end of year 11:**

### Listening

The Foundation paper is in two sections: the first section has questions that are set and responded to in English and the second section has questions that are set and responded to in Spanish. The Foundation paper is 35 minutes. The Higher paper is also in two sections: the first section has questions that are set and responded to in Spanish. The second section has questions that are set and responded to in English. The Higher paper is 45 minutes.

### Reading

Both the Foundation and Higher papers are in two sections: the first section has questions that are set and responded to in English. The second section has questions that are set and responded to in Spanish. The Foundation paper is 45 minutes and the Higher paper is 1 hour.

### Speaking

There are three tasks which must be conducted in the following order:

Task 1 – a role play based on one topic that is allocated by Pearson Edexcel.

Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson Edexcel.

Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson Edexcel.

Foundation: 7–9 mins plus 12 mins preparation time. Higher: 10–12 mins plus 12 mins preparation time.

### Writing

The Foundation paper comprises four tasks: a photo description (20-30 words), a short writing task (40-50 words), a longer writing task (80-90 words) and a translation into Spanish. The paper is 1 hour 10 minutes.

The Higher paper comprises three tasks: a short writing task (80-90 words), an extended writing task (130-150 words) and a translation into Spanish. The paper is 1 hour 20 minutes.



## WHY STUDY THE SUBJECT?

Here are nine reasons why you should study Spanish GCSE:

1. You can travel to and work in different countries around the world.
2. You get paid 5-10% more for doing the same job if you can do it in more than one language!
3. It's the perfect way to meet new people and discover new cultures.
4. Speaking another language really makes you stand out from the crowd, especially in university and job applications.
5. Learning a foreign language can help you understand your own language and make it easier to learn others.
6. You develop 4 key skills which are important across the curriculum and in all aspects of life; listening, reading, speaking and writing.
7. You'll have fun learning about a wide range of topics from shopping, to sport, to food and entertainment.
8. Speaking more than one language increases your brain capacity and you have better memory too.
9. It's an impressive achievement to speak a foreign language and you'll have better options for your future!

## CAREERS AND POST 16 PROGRESSION

**A world of opportunities!**

Almost any job can benefit from your knowing another language. More and more of the UK population speak languages other than English and employers in social services, business, communications and the government all recruit people with language skills. Language skills set you apart from other workers, making you a better candidate for promotion and work on new projects. Beyond that, there are a huge number of jobs that absolutely require that you speak a second language. These include working in the Foreign Service, serving as a translator and/or interpreter for the government or the private sector, working at international institutions such as the UN or UNICEF, teaching foreign languages, literatures and cultures in schools or universities in the UK or abroad and working for international business corporations. Here are some examples of the many career options that languages are useful for:

- **Business and finance:** accountant, administration, human resources director, economist, stockbroker
- **Communications:** reporter, journalist, publisher, editor, interpreter, tour guide, public relations, film producer or director, sports agent
- **Science and Technology:** Engineer, chemist physicist, anthropologist, archaeologist, geologist, biologist
- **Education:** teaching in the UK and abroad
- **Government:** translator, interpreter, law enforcement, diplomatic foreign service, customs official, advisor
- **Import and export:** of any goods and services
- **Social services:** social worker, probation officer, criminology and law enforcement, school counsellor, drug abuse counsellor, occupational health care, income maintenance counsellor

## USEFUL RESOURCES

- Edexcel GCSE Spanish revision guide and workbook
- GCSE vocabulary lists on [memrise.com](https://www.memrise.com)
- Intermediate topics on [linguascope.com](https://www.linguascope.com)

# SPORT – BTEC

## First in Sport

|   |   |
|---|---|
| <b>Exam Board:</b>                        | <b>PEARSON BTEC First Award - Level 1 and 2</b>   |
| How will the course be examined/assessed? | The BTEC is a modular course.<br>Students achieve a qualification equivalent to 1 GCSE<br>Exam and Coursework |
| Head of Department:                       | Mr T Joyce  |

### WHAT WILL BE STUDIED?

The EDEXCEL BTEC Level 1 and 2 First Award in Sport has been designed to provide an engaging and stimulating introduction to the world of sport. The qualification builds on learning from Key Stage 3 for those who may wish to explore a vocational route throughout Key Stage 4. In addition to this, the qualification provides opportunities for learners to develop the communication skills needed for working in the sport sector, as they progress through the course. This is achieved through presentations and in discussions where they have the opportunity to express their opinions. Work is assessed through a mixture of practical performances, presentations and written assignments.

Over the course of the two years students will be required to complete four units of work. Each unit equates to 25% of their final grade. Some units are assessed internally through coursework and in others an external exam is sat.

Students will study the following units over the course of the two years:

- Unit 1 Fitness for Sport and Exercise (External Exam)
- Unit 2 Practical Sport (Internal Coursework)
- Unit 3 Applying the principles of personal training (Internal Coursework)
- Unit 6 Leading Sports Activities (Internal Coursework)

### WHY STUDY THE SUBJECT?

This BTEC is an academic qualification for those who wish to study further, either in the leisure industry or for A Level Sports Science or Physical Education. It is also a personal education in the need for and benefits of regular involvement in physical activity.

### CAREERS AND POST 16 PROGRESSION

#### What careers this subject will support?

Sport related careers linked to coaching, teaching, physiotherapy

#### Which courses will this subject support Post 16?

BTEC Level 3 Sport. A level PE

## USEFUL RESOURCES

- BTEC Level 2 Firsts in Sport 2<sup>nd</sup> Edition. Barsby et al, Oxford University Press
- Edexcel Sport, Level 2 Btec First-Adams, Beashel
- Sports Examined, B. Taylor
- GCSE P.E. Essentials, Neate
- P.E. for You, Honeybourne, Hill & Wyse
- PE to 16, Fountain & Gee – OLP
- PE for Edexcel, Tony Scott - Heinemann

### Useful websites

<http://www.BCBCBITESIZE.COM/PhysicalEducation>  
<http://www.schoolzone.co.uk/resources/PE.htm>  
<http://pecentral.org/>  
<http://www.sports-media.org>  
<http://www.topendsports.com>  
<http://www.brianmac.co.uk>

# TIERED EXAMINATIONS IN GCSE

- Some GCSE subjects divide their examinations into different tiers or levels of entry. In most subjects these tiers are called the Higher tier examination and the Foundation tier examination. It is very important that each student is entered for the correct Tiered Paper.
- The decision on the appropriate tier for each student will be taken by the Head of Department. They will take into account all relevant information. The most important information will be the results of any relevant assessments over the two years of the GCSE course.

## 9 TO 1 GRADES COURSES

- In several subjects your son will be studying courses that use the 1-9 criteria. Information from the examination boards states that a Grade 4 will be equivalent to the previous C standard. However, the Government have stated a good Grade 5 will be considered to be the new 'pass' mark.



Grading new GCSEs from 2017

| New grading structure  | Current grading structure |
|------------------------|---------------------------|
| 9                      |                           |
| 8                      | A*                        |
| 7                      | A                         |
| 6                      | B                         |
| 5 <b>STRONG PASS</b>   |                           |
| 4 <b>STANDARD PASS</b> | C                         |
| 3                      | D                         |
| 2                      | E                         |
| 1                      | F                         |
| U                      | G                         |
|                        | U                         |

## BTEC & OCR National GRADES COURSES

BTEC and OCR National courses are awarded different grades to GCSE. There is no direct comparison for each grade, however, the table below provides an indicator of the standards achieved.

| BTEC Grades           | GCSE Equivalence        |
|-----------------------|-------------------------|
| Level 2 Distinction * |                         |
| Level 2 Distinction   | Equivalent to a Grade 7 |
| Level 2 Merit         |                         |
| Level 2 Pass          | Equivalent to a Grade 4 |
| Level 1 Distinction   |                         |
| Level 1 Merit         |                         |
| Level 1 Pass          |                         |
| U                     | U                       |

# EXAMINATION BOARDS

| BOARD  | ADDRESS   | PHONE NUMBER  | WEBSITES & EMAIL   |
|--|---|---------------|--|
| <b>AQA</b><br>Formerly SEG Board                 | Stag Hill House<br>Guildford<br>Surrey<br>GU2 7XJ           | 0800 197 7162 | <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>   |
| <b>OCR</b><br>Formerly Cambridge &<br>MEG Boards | Syndicate Buildings<br>1 Hills Road<br>Cambridge<br>CB1 2EU | 01223 553998  | <a href="http://www.ocr.org.uk">www.ocr.org.uk</a><br>Email: 0344 463<br>2535 <a href="mailto:support@ocr.org.uk">support@ocr.org.uk</a> |
| <b>Pearson Edexcel</b><br>Formerly London Board  | 190 High Holburn<br>London<br>WC1V 7BH                      | 0844 463 2535 | <a href="http://www.qualifications.pearson.com">www.qualifications.pearson.com</a>   |

# HOW TO CHOOSE YOUR OPTIONS

You must select **ONE** subject from **EACH** Option Group A, B, C and D

You cannot choose **BOTH**:

- Drama GCSE and Performing Arts BTEC
- Physical Education GCSE and Sport BTEC
- Economics GCSE and Enterprise BTEC
- Media Studies GCSE and Media BTEC
- iMedia and Media BTEC
- Computer Science GCSE and IMedia

Your teacher will guide you in your choice

To follow the **English Baccalaureate** you must select a humanity, ie: History or Geography and a Modern Foreign Language (MFL), ie: French, German or Spanish. MFL students should only opt for the course they have studied in KS3, unless exceptional circumstances apply, please see Mr Gormally

Make sure you complete both Option Selection Forms:

- **Student copy** (*only for your information and is at the back of this booklet*)
- **School copy** - (*separate sheet*) parents/carers must sign and students to hand to their tutor no later than **Wednesday 24<sup>th</sup> March 2021**.

## OVER-SUBSCRIBED GCSE COURSES

If there is an over-subscription in any subject, the following criteria will be used to inform the school's decision on the composition of the GCSE group.

1. Aptitude and ability for the subject
2. Overall choice of Options
3. Potential for benefiting from the course

We try to offer our students as wide a choice as possible. However, we are limited by the need to maintain classes of a reasonable size. Therefore, whilst we will try our best to offer your choice of Options, it may not always be practical. In the case of this happening, we will speak to you about alternative Options. We will also talk to you and your parents/carers if we feel that your choice of Options does not meet your individual needs.

# OPTION SELECTION FORM

STUDENT'S FULL NAME: ..... (please print)      TG: .....

## STUDENT COPY

For students who wish to follow the **English Baccalaureate** two of your choices must contain either **Geography or History AND either French, German or Spanish**

| OPTION A                                     | ✓ | OPTION B   | ✓ | OPTION C   | ✓ | OPTION D   | ✓ |
|--|---|--|---|--|---|--|---|
| <b>French</b><br>GCSE (EBACC)                |   | <b>Art</b><br>GCSE                                   |   | <b>Art</b><br>GCSE                                   |   | <b>Drama</b><br>GCSE                                 |   |
| <b>Geography</b><br>GCSE (EBACC)             |   | <b>DT GCSE</b><br><b>Graphics Pathway</b>            |   | <b>DT GCSE</b><br><b>Graphics Pathway</b>            |   | <b>DT GCSE</b><br><b>Graphics Pathway</b>            |   |
| <b>German</b><br>GCSE (EBACC)                |   | <b>DT GCSE</b><br><b>Resistant Materials Pathway</b> |   | <b>DT GCSE</b><br><b>Resistant Materials Pathway</b> |   | <b>DT GCSE</b><br><b>Resistant Materials Pathway</b> |   |
| <b>History</b><br>GCSE (EBACC)               |   | <b>Enterprise</b><br>BTEC Vocational                 |   | <b>Economics</b><br>GCSE                             |   | <b>Economics</b><br>GCSE                             |   |
| <b>IT - Computer Science</b><br>GCSE (EBACC) |   | <b>French</b><br>GCSE (EBACC)                        |   | <b>Enterprise</b><br>BTEC Vocational                 |   | <b>Enterprise</b><br>BTEC Vocational                 |   |
| <b>Spanish</b><br>GCSE (EBACC)               |   | <b>Geography</b><br>GCSE (EBACC)                     |   | <b>Geography</b><br>GCSE (EBACC)                     |   | <b>History</b><br>GCSE (EBACC)                       |   |
|  |   | <b>German</b><br>GCSE (EBACC)                        |   | <b>IT – Computer Science</b><br>GCSE (EBACC)         |   | <b>IT - Computer Science</b><br>GCSE (EBACC)         |   |
|  |   | <b>History</b><br>GCSE (EBACC)                       |   | <b>IT - Imedia</b><br>Cambridge National             |   | <b>IT - Imedia</b><br>Cambridge National             |   |
|  |   | <b>Media Studies</b><br>BTEC Vocational              |   | <b>Media Studies</b><br>GCSE                         |   | <b>Performing Arts</b><br>BTEC Vocational            |   |
|  |   | <b>Media Studies</b><br>GCSE                         |   | <b>Music</b><br>GCSE                                 |   | <b>Physical Education</b><br>GCSE                    |   |
|  |   | <b>Spanish</b><br>GCSE (EBACC)                       |   | <b>Physical Education</b><br>GCSE                    |   |  |   |
|  |   | <b>Sport</b><br>BTEC Vocational                      |   |  |   |  |   |

Signed: ..... (Student)

Date: .....

Signed: ..... (Parent/Carer)

**PLEASE RETURN THIS FORM TO YOUR TUTOR BY Wednesday 24<sup>th</sup> March 2021**

(This form and the booklet can also be found on the Rutlish Website: <http://www.rutlish.merton.sch.uk>)