

# RUTLISH SCHOOL



## Curriculum & Options Information 2023 – 2025

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 fundamental skills in English, Mathematics and Science and to have developed into a multi-skilled, adaptable and flexible learner who is able to adapt to different jobs and careers 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 2025. This booklet aims 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.

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 listen to their advice on whether 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  
Teaching and Learning

***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 2023.***

# THE OPTIONS PROCESS

<b>Early February</b>	<ul style="list-style-type: none"><li>• Option Booklet and Selection Form will be distributed to students (a copy of each will also be emailed to parents, and will be available on the school website).</li></ul>
<b>Thursday 23<sup>rd</sup> February</b>	<ul style="list-style-type: none"><li>• Year 9 Options Evening</li><li>• Time: 4.30pm – 7.30pm</li><li>• Presentation on the Options Process will take place at 5pm, 6pm and 7pm (approximately 20 minutes).</li></ul>
<b>Thursday 23<sup>rd</sup> March</b>	<ul style="list-style-type: none"><li>• Final date for completed Options forms to be returned to tutors. A signed copy of the slip is returned to tutors.</li><li>• <b>WE CANNOT GUARANTEE YOUR OPTION CHOICE IF YOUR FORM IS RETURNED AFTER THIS DATE</b></li></ul>
<b>Week beginning Monday 27<sup>th</sup> June</b>	<ul style="list-style-type: none"><li>• Students' final Options are confirmed.</li><li>• If there are any issues surrounding your options, we will contact you prior to this date.</li><li>• Please note that confirmation of final options is 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 specification 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
- Before making your decision, think beyond Years 11-13 and what you may want to do after Rutlish School.

## USEFUL WEBSITES:

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

[Careerpilot : Parent zone](#)

<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**

**CORE PHYSICAL EDUCATION**

**PSHE**

**SCIENCE – Double/Triple**

**RELIGIOUS STUDIES**

# ENGLISH LANGUAGE – GCSE

<b>Exam Board:</b>	<b>AQA</b>
How will the course be examined/assessed?	100% Examination Spoken Language reported as a separate grade (Pass, Merit or Distinction)
Head of English	Mrs M Khan

## 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  
Writing  
Teaching  
Publishing/Editorial work  
Marketing and Advertising  
Public Speaking, Lexicography  
Public Relations

### 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.

English supports most Post 16 subjects that require literacy and analytical skills. The content of English Language and Literature has close links to: English A Level, Media A Level / BTEC, Film Studies A level / BTEC, Creative Writing courses, Journalism, History, Sociology.

## USEFUL RESOURCES

- CGP AQA Study Guide Language Papers 1-9
- A larger (i.e. not pocket sized) dictionary and thesaurus for home use
- BBC Bitesize website
- Practice exam papers at home
- Revision page on o365 Teams
- GCSE Pod

# ENGLISH LITERATURE – GCSE

<b>Exam Board:</b>	<b>AQA</b>
How will the course be examined/assessed?	100% Examination
Head of Faculty	Mrs M Khan

## WHAT WILL BE STUDIED?

1. Shakespeare Play
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, comparative 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. English Literature is key in enriching students' Cultural Capital.

## CAREERS AND POST 16 PROGRESSION

### What careers the subject will support?

Journalism  
Law  
Writing  
Teaching  
Publishing/Editorial work  
Marketing and Advertising  
Public Speaking, Lexicography  
Public Relations

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

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## USEFUL RESOURCES

- CGP AQA Revision/study guide for each text.
- A larger (i.e. not pocket sized) dictionary and thesaurus for home use
- Own copy of "Dr Jekyll and Mr Hyde" by Robert Louis Stevenson- 2024 cohort
- Own copy of "Macbeth" by Shakespeare
- Own copy of "An Inspector Calls" by JB Priestley
- GCSE Pod
- Revision page on school platform and other helpful websites e.g. BBC Bitesize



# 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 GCSE in Mathematics 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.

# CORE PHYSICAL EDUCATION

PE is a vital part of school life and ultimately student's future well-being. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum that ensures ALL students will benefit, whether through enhancing existing skills, learning new skills or being introduced to new sports, clubs, teams and organisations.

It is our intent to ensure students understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education. They must understand how to take care of themselves both physically and mentally in order to be successful as adults.

Beyond merely a subject, we believe that participation in sporting activity is a key element of developing a school in which students are proud of the community in which they belong. Therefore, great emphasis is placed upon additional sporting opportunities beyond the lesson within after-school clubs, inter-house and inter-school competition and festivals as well as directly trying to support the local clubs within the Merton area and our feeder schools through links with the Merton Schools Sports Partnership. This allows us to positively engage with our local community and be active citizens within it.

In Year 10 students participate in a range of activities following the National Curriculum. Students follow modules in Invasion Games (Rugby and Football), Net games (table tennis and badminton), Trampolining, Athletics and Striking and Fielding Games (softball, cricket and rounders.)

In Year 11 students can pick a sporting option to follow to promote healthy lifestyles and well-being.

Possible options:

Football, Rugby, Table Tennis, Trampolining, Fitness Badminton and Basketball.

It is essential that all students wear correct Rutlish PE kit for practical lessons.

# PSHE

Schools have statutory responsibilities in relation to promoting student wellbeing, safeguarding and community cohesion, as well as promoting the spiritual, moral, social and cultural development of pupils at the school and ensuring that students engage with fundamental British values. PSHE & RSE plays an important part in fulfilling all of these responsibilities

We cover core knowledge relating to issues such as online and offline safety, relationships, health and careers taught in a way which is appropriate to the age and maturity of students.

Students learn about the attributes of healthy and unhealthy relationships and the readiness for sex, as well as learning about different forms of contraception.

Personal, Social, Health and Economic (PSHE) education focuses on the holistic development of the future citizens of modern Britain. We provide rich learning opportunities for students to discover who they are, who they want to be and strategies to help them achieve their goals.

PSHE education develops lifelong skills that will support students to become resilient, confident and ambitious members of a flourishing and diverse society.

Through PSHE & RSE students build emotional resilience, life and social skills, and will develop the qualities and attributes they need to thrive as individuals, family members and members of society.

PSHE & RSE help students to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their potential.

***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.***

# 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. 6 exams in total
Heads of Department:	Biology: Ms H Nash Chemistry: Ms C Beck Physics: Ms H Ryan

## WHAT WILL BE STUDIED?

### BIOLOGY

1. Cell biology
2. Organisation
3. Infection and Response
4. Bioenergetics
5. Homeostasis and Response
6. Inheritance, Variation and Evolution
7. Ecology

### CHEMISTRY

8. Atomic Structure and the Periodic Table
9. Bonding, Structure, and the Properties of Matter
10. Quantitative Chemistry
11. Chemical Changes
12. Energy Changes
13. The Rate and Extent of Chemical Change
14. Organic Chemistry
15. Chemical Analysis
16. Chemistry of the Atmosphere
17. Using Resources

### PHYSICS

18. Forces
19. Energy
20. Waves
21. Electricity
22. Magnetism and Electromagnetism
23. Particle Model of Matter
24. Atomic Structure

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: <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>
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## USEFUL RESOURCES

<p><b>Course Specifications</b></p> <ul style="list-style-type: none"><li>• Trilogy: <a href="http://www.aga.org.uk/subjects/science/gcse/combined-science-trilogy-8464">http://www.aga.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a></li></ul>	<p><b>Revision Materials</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-gcsescience.com/">http://www.my-gcsescience.com/</a> (this website may require subscription)</li><li>• CGP Science GCSE revision guide</li></ul>
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# 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 Three separate GCSE awards, one each for Biology, Chemistry & Physics Two exams of <u>1hr 45</u> minutes per science subject (6 exams in total)
Heads of Department:	Biology: Ms H Nash Chemistry: Ms C Beck Physics: Ms H Ryan

## WHAT WILL BE STUDIED?

### BIOLOGY

1. Cell Biology
2. Organisation
3. Infection and Response
4. Bioenergetics
5. Homeostasis and Response
6. Inheritance, Variation and Evolution
7. Ecology

### CHEMISTRY

8. Atomic Structure and the Periodic Table
9. Bonding, Structure, and the Properties of Matter
10. Quantitative Chemistry
11. Chemical Changes
12. Energy Changes
13. The Rate and Extent of Chemical Change
14. Organic Chemistry
15. Chemical Analysis
16. Chemistry of the Atmosphere
17. Using Resources

### PHYSICS

18. Forces
19. Energy
20. Waves
21. Electricity
22. Magnetism and Electromagnetism
23. Particle Model of Matter
24. Atomic Structure
25. Space

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

### What careers the subject will support?

- 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.
- Separate science GCSEs are favoured for students considering a career in medicine or for those wanting to pursue scientific research.
- For more information about STEM careers, please visit:  
<https://www.thebigbangfair.co.uk/careers/stem-careers/>

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

- A-levels in science Subjects such as Biology, Chemistry, Physics, Environmental Science
- BTEC Applied Science
- The course will also provide skills and knowledge useful in vocational studies such as Engineering, Healthcare, Agriculture, Animal Management, Hair and Beauty, Computer Science

## USEFUL RESOURCES

### Course Specifications

- Biology: <http://www.aqa.org.uk/subjects/science/gcse/biology-8461>
- Chemistry: <http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>
- Physics: <http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

### Revision Materials

- <http://www.bbc.co.uk/education/subjects/zrkw2hv>
- <http://www.docbrown.info/>
- <http://www.my-gcse-science.com/> (this website may require subscription)

# 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:	Ms S Mates

## WHAT WILL BE STUDIED?

**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

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

## 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**

**ESOL**

*Candidates who would benefit from ESOL will be contacted by the EAL Co-ordinator*

**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:	Mr T Adegbenle

## WHAT WILL BE STUDIED?

1. **Reflection** September – February (Year 10)
2. **Me, Myself & I: Self Portrait** February – July (Year 10)
3. **Short project / Workshop activities / trips** September – December (Year 11)
4. **Exam** (externally set themes) Jan – April (Year 11)

## 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 an original personal response that embraces a range of ideas and use of media.

## 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, fine artist, muralist, 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 course give students confidence they can apply their knowledge to succeed and have the study skills to continue learning in further and 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 (J277)</b>
How will the course be examined/assessed?	External Exam: 2 x Theory papers: Paper 1: Computer Systems 50% Paper 2: Computational Thinking, Algorithms & Programming 50%
Head of Department:	Ms S Salad

**We strongly suggest that students who choose to take Computer Science are working at a strong Grade 3 in Maths due to the high demand of Mathematical skills needed in the course. Individual cases will be considered carefully and students will receive appropriate guidance to help ensure their success.**

## WHAT BE STUDIED?

## WILL

The year will begin by learning how computers actually work; student will discover what binary numbers are and how computers store data. Students will do some binary conversions, binary addition and hexadecimal conversions. There will be exciting opportunities to learn some methods to write Caesar Cypher Messages (secret code) and how computers compress images and sound.

Student will have a good look at the inside of a computer and all the components of it, as well as learn about the function of all the components inside a computer and how it is possible for a computer to do so many things at once! There will be a focus on computer networks, including a demonstration and talk about the school's network. Students will have the opportunity to have a look inside the server room where all of the network comes together, and 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, students will learn how the internet works and how the different protocols ensure that they can access websites and send and receive e-mails. They will learn about micro-controllers and how these work whilst debating the ethics of using certain technologies.

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

During a two-week cycle, there will be 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, students will discover new things about computers and how it impacts our everyday life. The technology industry is the fastest growing industry in the world; students will be assured of a wide variety of careers to choose from. GCSE Computer Science offers enjoyable challenges 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, students can continue to study A –level Computer Science at Rutlish. They will have the opportunity to code their own computer game using Pycharm and continue to learn more in depth about the topics covered in KS4. Computer Science provides individuals with the skills to become a Game Designer, App Creator/Designer, Software Programmer, IT Network Manager, and work 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: OCR GCSE Computer Science 9 – 1 (J277): ISBN: 978 – 1 – 910523-21-6

# 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% <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% <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 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>  Students who study Drama can take advantage of a wealth of opportunities as it will support job roles including Drama teacher, theatre manager Script Writer, Director, Actor, Stage Hand and Front of House Staff.	<b>Which courses will the subject support Post 16?</b>  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.
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## USEFUL RESOURCES

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

Exam Board	AQA
How will the GCSE be examined/assessed?	Non exam assessment 50% 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 and Graphic Products.
- **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

<b>Exam Board</b>	<b>AQA</b>
How will the GCSE be examined/assessed?	Paper 1 - 50% Examination Paper 2 - 50% Examination
Subject Leader:	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>
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## 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>
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# 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: 60% Internal Controlled Assessment External Assessment: 40% Exam
Subject Lead:	Ms M Graham

## WHAT WILL BE STUDIED – Year 10

In Year 10, students will be completing two units. These units are a non-exam internal assessment delivered through Pearson-set Assignment. This assignment is set by Pearson, marked by the teacher and moderated by Pearson.

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

*In this unit students 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.

### **Component 2 - Planning and Presenting a Micro-Enterprise Idea**

*In this unit students will:*

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

## WHAT WILL BE STUDIED – Year 11

In Year 11 students will be completing one unit. This unit will consist of a written exam that will be externally assessed by Pearson.

### **Component 3 – Promotion 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

## 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

What careers the subject will support?	Which courses will the subject support Post 16?
<p>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.</p> <p>At Level 2, learners might consider progression to:</p> <ul style="list-style-type: none"><li>• A Levels as preparation for entry to higher education in range of subjects</li><li>• Study of a vocational qualification at Level 3, such as BTEC National in Enterprise and Entrepreneurship, which prepares learners to enter employment or apprenticeships, or to move to higher education by studying a degree in the business sector.</li></ul> <p>At Level 1, learners might consider progression to:</p> <ul style="list-style-type: none"><li>• Study at Level 2 post-16 in a range of technical routes designed to lead to work, employment, apprenticeships or further study at Level 3</li><li>• Study business enterprise post-16 through a technical Certificate designed to lead to work, progression to employment via apprenticeships or further study at Level 3.</li></ul>	<p>BTEC National Extended Certificate in Business, Applied Science, Creative Digital Media Production, Computer Science, Dance, Information Technology, Mathematics, Music, Production Arts and Sport.</p>

## USEFUL RESOURCES

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

(English for Speakers of other languages)

*\*Students recommended for this course will be provided with an amended Options Selection Form*

Exam Board	<b>PEARSON EDEXCEL</b>
How will the qualification be examined/ assessed?	<p>QCF qualifications offer a certificate-sized qualification at each level comprising 3 units:</p> <ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li><li>• Speaking and listening</li></ul> <p>Each of the units is also an award-sized qualification in its own right. This means that learners who achieve a single writing or reading unit will get a qualification award.</p> <p>Students can study at different levels depending on their ability. Many learners will not be ready for assessment of all modules at the same time or level. This flexibility enables the pupils to progress at their own rate and be assessed when they are ready.</p> <p>No portfolio of work is required.</p> <p><b>Choosing this course will be in consultation with Ms Batchelor.</b></p>
Head of Department:	Ms S Batchelor

## COURSE CONTENT

Our Edexcel ESOL qualifications support learners whose first language is not English, helping them gain the communication skills needed to progress in the workplace, education and beyond. They are available from Entry 1 to Level 2.

ESOL qualifications give learners the competence and confidence to use their English skills in their studies and employment and other areas of their life. They give learners the opportunity to:

- develop their English language knowledge and skills
- achieve a nationally recognised qualification
- develop personal growth and engagement in learning
- develop English skills for personal and employment-related application.

**Topics are broad and balanced and celebrate students' backgrounds, cultures and other spoken languages. Foci include: personal histories, celebrations and life events, the local community, people of influence / interest, careers and futures, sport and leisure, current affairs, narrative writing and study skills.**

## USEFUL RESOURCES

Personal bilingual dictionary (if literate in other spoken language)

# FRENCH – GCSE

Exam Board:	PEARSON EDEXCEL
How will the course be examined/assessed?	Exam Listening 25% Exam Reading 25% Exam Speaking 25% Exam Writing 25%
Head of French:	Ms T Minier

## WHAT WILL BE STUDIED?

The Pearson Edexcel GCSE in French has been developed to help students develop a passion for languages, through culturally engaging content. The course will enable students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment. It consists of four externally examined papers. Students must complete their speaking assessment in April/May and all other assessments in May/June in Year 11. Each paper is available at Foundation or Higher tier. Students must be entered for a single tier across all papers.

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

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension

### 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 4 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 3 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?

Imagine being able to communicate with 110 million native speakers around the globe and 77 million in Europe, making it Europe's fourth most widely spoken mother-tongue language. Imagine the job opportunities that open up by speaking the language of Europe's second largest economy (after Germany) and the world's 5<sup>th</sup> largest economy (after USA, China, Japan and Germany). Imagine the benefits of being able to speak the language of the world's number-one tourist destination with 70 million visitors a year. And with an average of six weeks of vacation a year and high living standards, imagine being able to spend time living in one of Europe's French-speaking countries. Imagine the ways your outlook and life might change when you meet and communicate with people whose cultural background differs from yours. Learning a language also boosts your problem-solving, multitasking and decision-making skills, helps improve your memory and also improves your English language skills.

### Here are fifteen things studying a new language might do for you. Language study...

1. broadens your experiences; expands your view of the world
2. encourages critical reflection on the relation of language and culture, language and thought; fosters an understanding of the interrelation of language and human nature
3. develops your intellect; teaches you how to learn
4. teaches and encourages respect for other people
5. contributes to cultural awareness and literacy, such as knowledge of original texts
6. builds practical skills (for travel or commerce or as a tool for other disciplines)
7. improves knowledge of your own language through comparison and contrast with a foreign language
8. exposes you to modes of thought outside of your native language
9. a sense of relevant past, both cultural and linguistic
10. balances content and skill (rather than content versus skill)
11. expands opportunities for meaningful leisure activity (travel, reading, foreign language films)
12. contributes to achievement of national goals, such as economic development or national security
13. contributes to the creation of your personality
14. enables the transfer of training (such as learning a second foreign language)
15. preserves (or fosters) a country's image as a cultured nation

### 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.

## CAREERS AND POST 16 PROGRESSION

### What careers the subject will support?

**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:** library science, elementary, secondary, and college level teaching in the US and abroad

**Government:** translator, interpreter, law enforcement, diplomatic foreign service, customs official, advisor

**Social services:** social worker, probation officer, criminology and law enforcement, school counsellor, drug abuse counsellor, occupational health care, income maintenance counsellor

**Other jobs include:** Advertising Copywriter, Book Reviewer, Columnist/ Commentator, Passenger Service Staff, Public Relations Representative, Radio Announcer, Production Manager, Technical Writer, Bilingual Educator, Peace Corps Volunteer, Researcher, World Bank, FBI Agent, State Department or Foreign Service, and Exchange Program Coordinator.

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

Further study with languages

Literacy based subjects including English and humanities

## USEFUL RESOURCES

- Edexcel GCSE French revision guide and workbook
- GCSE vocabulary lists on memrise.com
- Intermediate topics on linguascope.com
- lingolia and languages online websites for grammar practice
- language gym website for general vocabulary and conjugation practice



# GEOGRAPHY – GCSE

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

Exam Board	PEARSON EDEXCEL
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 students the chance to learn about the changes. There are three components:

### Component 1: Global Geographical Issues

This will give learners 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 STUDENTS NEED TO KNOW, OR BE ABLE TO DO, BEFORE TAKING THIS COURSE?

Students 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 them a deeper understanding of the world. Much will be new but previous study of Geography will have helped prepare the learners 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?

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

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

## WHAT WILL BE STUDIED?

The Pearson Edexcel GCSE in German has been developed to help students develop a passion for languages, through culturally engaging content. The course will enable students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment. It consists of four externally examined papers. Students must complete their speaking assessment in April/May and all other assessments in May/June in Year 11. Each paper is available at Foundation or Higher tier. Students must be entered for a single tier across all papers.

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

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension

### 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?

Imagine being able to communicate with 120 million native speakers around the globe and 83 million in Europe, making it Europe's most widely spoken mother-tongue language. Imagine the job opportunities that open up by speaking the language of the world's third biggest exporter (after China and USA) and 4<sup>th</sup> largest economy (after USA, China and Japan). Imagine the benefits of being able to speak the language of the world's biggest spenders of tourist dollars. And with an average of six weeks of vacation a year and some of the highest living standards in the world, imagine being able to spend time living in one of Europe's German-speaking countries. Imagine the ways your outlook and life might change when you meet and communicate with people whose cultural background differs from yours. Learning a language also boosts your problem-solving, multitasking and decision-making skills, helps improve your memory and also improves your English language skills.

### Here are fifteen things studying a new language might do for you. Language study...

1. broadens your experiences; expands your view of the world
2. encourages critical reflection on the relation of language and culture, language and thought; fosters an understanding of the interrelation of language and human nature
3. develops your intellect; teaches you how to learn
4. teaches and encourages respect for other people
5. contributes to cultural awareness and literacy, such as knowledge of original texts
6. builds practical skills (for travel or commerce or as a tool for other disciplines)
7. improves knowledge of your own language through comparison/contrast with the foreign language
8. exposes you to modes of thought outside of your native language
9. a sense of relevant past, both cultural and linguistic
10. balances content and skill (rather than content versus skill)
11. expands opportunities for meaningful leisure activity (travel, reading, foreign language films)
12. contributes to achievement of national goals, such as economic development or national security
13. contributes to the creation of your personality
14. enables the transfer of training (such as learning a second foreign language)
15. preserves (or fosters) a country's image as a cultured nation

### 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.

## CAREERS AND POST 16 PROGRESSION

### What careers the subject will support?

**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:** library science, elementary, secondary, and college level teaching in the US and abroad

**Government:** translator, interpreter, law enforcement, diplomatic foreign service, customs official, advisor

**Social services:** social worker, probation officer, criminology and law enforcement, school counsellor, drug abuse counsellor, occupational health care, income maintenance counsellor

**Other jobs include:** Advertising Copywriter, Book Reviewer, Columnist/ Commentator, Passenger Service Staff, Public Relations Representative, Radio Announcer, Production Manager, Technical Writer, Bilingual Educator, Peace Corps Volunteer, Researcher, World Bank, FBI Agent, State Department or Foreign Service, and Exchange Program Coordinator.

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

Further study with languages

Literacy based subjects including English and humanities

## USEFUL RESOURCES

- Edexcel GCSE German revision guide and workbook
- GCSE vocabulary lists on [vocabexpress.com](http://vocabexpress.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 Each paper is worth 40 marks (however two papers also have 4 additional marks for spelling, punctuation and grammar) Each paper is, broadly, of equal weight.
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:

Section A1: Period study - 1B Germany, 1890–1945: Democracy and dictatorship

Section B1: Wider world depth studies - Conflict and tension in Asia, 1950–1975: Korea and Vietnam

Section A2: Thematic study – 2B Britain: Britain, Power and the People.

Section B2: 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 able, through studying History, to provide, at least some, historic comparisons and furthermore some context to those events.

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.

## CAREERS AND POST 16 PROGRESSION

<b>What careers the subject will support?</b>  Law, journalism, civil service, academia, teacher, archaeologist, heritage industry	<b>Which courses will the subject support Post 16?</b>  Many of our pupils go on to study History and Politics at A Level and from there many will go on to study History, Politics, International Relations, Law, and Media and Journalism at university.
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## USEFUL RESOURCES

### Classroom textbooks:

- Understanding the Modern World Ferriby, Martin and Walsh ISBN 978 1 471862946. This book covers both Conflict in SE Asia and Germany.
- Oxford AQA GCSE History also produce “Germany 1890-1945” and “Conflict in Asia 1950-1975” as single. volumes.
- 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

In addition, there are a range of revision guides but we would ask pupils to discuss with us which they should buy.

### 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. Another is GCSE pod. Students will also be provided with revision booklets the department have created.

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

# IT IMEDIA - OCR NATIONAL

Creative Interactive Media

Exam Board:	OCR - Level 1 & 2 Equivalent to 1 GCSE (J834)
How will the course be examined/assessed?	Mandatory Units: R093: <b>Creative I Media in the Media Skills Industry (Mandatory)</b> Externally Assessed Exam of 1 hour 30 minutes R094: <b>Visual Identity and Digital Graphics (Mandatory)</b> Centre Assessed Tasks Optional Units: R095: <b>Characters &amp; Comics</b> (Centre Assessed Tasks) R099: <b>Digital Games</b> (Centre Assessed Tasks)
Head of Department:	Ms S Salad

## WHAT WILL BE STUDIED?

### R093: Creative I Media in the Media Skills Industry (Externally Assessed Exam)

- In this unit, students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products.
- Completing this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry.

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.

### R094: Visual Identity and Digital Graphics (Centre Assessed Tasks)

- In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience.

### R095: Characters & Comics (Centre Assessed Tasks)

- In this unit, students will learn to design and create original characters that convey emotion and personality. They will also learn to set characters within stories of their own making which flow logically and engage the reader. They will also learn to use conventions of comics to tell characters' stories across multiple pages.

- **R099: Digital Games** (Centre Assessed Tasks)

- In this unit, students will learn about Games Development in Industry. They will research different games and platforms; consider client need and target audience and the objectives of the games suitable for the target audience; create a range of difficulty for the player(s) and consider how the game looks visually and ensure it is universally engaging to its users. Students will consider how the software / hardware available will determine the product design and consider why developers would use game engines, game editors, app development or software development kits (SDK) • The positive and negative impacts which software choice has on final games

- Completing these units will provide students with the basic skills for further study or a range of creative and technical job roles within the media industry.



## WHY STUDY THE COURSE?

This course will develop students' ability to select and use digital applications appropriately and produce high quality outcomes. It enhances creativity and communication skills, as well as equips students with some of the skills they will need in the workplace or in further education or training.

Students will work on various projects by planning, developing and reviewing work, therefore enhancing skills to reflect critically on their 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.

***\*Please note that at the time of writing this Options Booklet the specification is not finalised – some of the tasks are subject to some tweaks / changes.***

## 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 Packages
- Adobe Photoshop cc
- Photopea
- Adobe Animate cc
- DTP



# MEDIA STUDIES – GCSE

<b>Exam Board:</b>	<b>AQA</b>
How will the course be examined/assessed?	Non-Exam Assessment: 30% 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, newspaper, gaming, music production and film.

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 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 students 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 build a portfolio of digitally published and video products
- to learn about the future of technological development
- to provide you with opportunities to link your understanding of the media and the world of work
- 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.
- to enable you to enhance your English and mathematical competence in relevant, applied scenarios

## 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 2 x recorded performances 30% 2 x compositions 30% 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>  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>  BTEC 3, A Level Music.
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## 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: 1-2 Internally Assessed and Externally Moderated 3- Externally assessed (exam)
Head of Department:	Ms C Dawkins

## WHAT WILL BE STUDIED?

### **Component 1: Exploring the Performing Arts**

Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance. Students will respond to a brief.

### **Component 2: Developing Skills and Techniques in the Performing Arts**

Learners will develop their performing arts skills and techniques through the reproduction of acting, and/or musical theatre repertoire as performers. Students will respond to a brief.

### **Component 3: Responding to a Brief**

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer in response to a brief and stimulus.

## HOW WILL I BE ASSESSED?

Students who study our new BTEC award in Performing Arts will enjoy all the practical elements afforded to GCSE Drama students but without the rigours of the written exam. Instead students will respond to a brief or imaginary scenario and from this they will create a series of short plays in groups.

Students will work in small groups to devise / create plays on a number of contemporary themes and issues and conduct their own research. They will engage in creating different plays based on a character of their choice, and will include props and costumes as required. Students do well on this course not least because of the freedom they are afforded in relation to the evidence that is required. Evidence towards their final grade will be collected over time from class discussions and debates which may be recorded. Written logs or notes taken after each practical session may also support the final outcome. Students will be given the opportunity to create performances, film and assess their work, then develop them further prior to the recording of their final pieces of work. Peer and self-assessment will support student progress towards achieving good marks for all components. There is no formal written exam within BTEC. The learning approach is more hands-on and is a great way to build practical knowledge of theatre making practices.

Logbooks will be collated over a period of months until the final outcome is realised and devised plays will be built over a period of time until a good devised play/ performance is achieved). Students are in charge of their own learning at all times.

## WHY STUDY THE SUBJECT?

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the performing arts sector. This course enables learners to develop the foundational skills that are integral to a wide range of roles (from performing to designing and directing) across the creative industries, including film and television, theatre etc. Learners will receive a general introduction to the sector, crammed with opportunities to learn and try out new skills, techniques, and styles, allowing them to make an informed decision about their future learning and career. Through this course, learners will acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance in a performance role.

Learners will also have the opportunity to develop their own technical, practical and interpretative skills through workshops and classes, and to apply them in the internal and external assessments. In addition, learners will develop transferable and employability skills such as responding to a brief, self-development, planning, time management and communication. As a creative subject with a focus on application, there is no written exam. All components, including the externally assessed synoptic component, are assessed through engaging, open, and flexible set tasks, designed to give learners as much freedom as possible in how they respond, allowing them to work to their own strengths and interests, and to focus on the area of the performing arts sector that most excites and appeals to them.

This Tech Award complements the learning in GCSE programmes such as GCSE Drama by broadening experience and skills participation in different types of performance activities, with the opportunity to practically apply knowledge and skills through project work, such as developing ideas and performing for specific audiences. It is a great stepping-stone into further vocational or academic study in the Performing Arts sector.

## CAREERS AND POST 16 PROGRESSION

<b>What careers the subject will support?</b>	<b>Which courses will the subject support Post 16?</b>
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.	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>	PEARSON EDEXCEL
How will the course be examined/assessed?	Non Exam Assessment for practical and personal exercise programme 2 external exams
Head of Department:	Mr T Joyce

**Please be aware that student's practical ability is directly assessed in this course and contributes to their 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> <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> Written examination: 1 hour and 45 minutes 36% of the qualification 90 marks</p>	<p><b>COMPONENT 2</b> <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> Written examination: 1 hour and 15 minutes 24% of the qualification 70 marks</p>		
<b>Non examination Assessment 40% of Final Grade</b>			
<p><b>COMPONENT 3</b> <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 Skills in a competitive/formal situation</p> <p><b>Assessment :</b> Non-examined assessment: internally marked and externally moderated 30% of the qualification 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> <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> Internally marked and externally moderated 10% of the qualification 20 marks</p>			

## WHY STUDY THIS COURSE?

To have a good range of practical skills  
To 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

Exam Board:	PEARSON EDEXCEL
How will the course be examined/assessed?	Exam Listening 25% Exam Reading 25% Exam Speaking 25% Exam Writing 25%
Head of Spanish:	Ms A Arthur

## WHAT WILL BE STUDIED?

The Pearson Edexcel GCSE in Spanish has been developed to help students develop a passion for languages, through culturally engaging content. The course will enable students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment. It consists of four externally examined papers. Students must complete their speaking assessment in April/May and all other assessments in May/June in Year 11. Each paper is available at Foundation or Higher tier. Students must be entered for a single tier across all papers.

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

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension

### 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 4 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 3 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?

Imagine being able to communicate with 480 million native speakers around the globe, making Spanish the world's fourth most widely spoken mother-tongue language. Imagine the job opportunities that open up by speaking a language which is spoken in 44 countries across all major continents. Imagine the benefits of being able to speak the language of one of the most visited tourist destinations in Europe, with over 80 million visitors a year. And with an average of six weeks of vacation a year and high living standards, imagine being able to spend time living in Spain. Imagine the ways your outlook and life might change when you meet and communicate with people whose cultural background differs from yours. Learning a language also boosts your problem-solving, multitasking and decision-making skills, helps improve your memory and also improves your English language skills.

**Here are fifteen things studying a new language might do for you. Language study...**

16. broadens your experiences; expands your view of the world
17. encourages critical reflection on the relation of language and culture, language and thought; fosters an understanding of the interrelation of language and human nature
18. develops your intellect; teaches you how to learn
19. teaches and encourages respect for other people
20. contributes to cultural awareness and literacy, such as knowledge of original texts
21. builds practical skills (for travel or commerce or as a tool for other disciplines)
22. improves knowledge of your own language through comparison and contrast with a foreign language
23. exposes you to modes of thought outside of your native language
24. a sense of relevant past, both cultural and linguistic
25. balances content and skill (rather than content versus skill)
26. expands opportunities for meaningful leisure activity (travel, reading, foreign language films)
27. contributes to achievement of national goals, such as economic development or national security
28. contributes to the creation of your personality
29. enables the transfer of training (such as learning a second foreign language)
30. preserves (or fosters) a country's image as a cultured nation

**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.

## CAREERS AND POST 16 PROGRESSION

**What careers the subject will support?**

**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:** library science, elementary, secondary, and college level teaching in the US and abroad

**Government:** translator, interpreter, law enforcement, diplomatic foreign service, customs official, advisor

**Social services:** social worker, probation officer, criminology and law enforcement, school counsellor, drug abuse counsellor, occupational health care, income maintenance counsellor

**Other jobs include:** Advertising Copywriter, Book Reviewer, Columnist/ Commentator, Passenger Service Staff, Public Relations Representative, Radio Announcer, Production Manager, Technical Writer, Bilingual Educator, Peace Corps Volunteer, Researcher, World Bank, FBI Agent, State Department or Foreign Service, and Exchange Program Coordinator.

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

Further study with languages

Literacy based subjects including English and humanities

## USEFUL RESOURCES

- Edexcel GCSE Spanish revision guide and workbook
- GCSE vocabulary lists on [memrise.com](http://memrise.com)
- Intermediate topics on [linguascope.com](http://linguascope.com)
- [languagesonline](http://languagesonline) websites for grammar practice

# SPORT – BTEC

## Tech Award in Sport

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

### WHAT WILL BE STUDIED?

The Pearson 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 three units of work. Two units are internally moderated coursework which makes up 30% for each unit. The external examination unit is worth 40%.

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

- Unit 1 Preparing participants to take part in Sport and Physical Activity.
- Unit 2 Taking part in Improving Other Participants Sporting Performance.
- Unit 3 Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity.

Unit 1 and 2 are marked internally  
Unit 3 is externally marked through an exam

### 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

<p><b>What careers this subject will support?</b></p> <p>Sport related careers linked to coaching, teaching, physiotherapy</p>	<p><b>Which courses will this subject support Post 16?</b></p> <p>BTEC Level 3 Sport. A level PE</p>
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# 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
	G
U	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> Formerly SEG Board	Stag Hill House Guildford Surrey GU2 7XJ	0800 197 7162	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
<b>OCR</b> Formerly Cambridge & MEG Boards	Syndicate Buildings 1 Hills Road Cambridge CB1 2EU	01223 553998	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a> Email: 0344 463 2535 <a href="mailto:support@ocr.org.uk">support@ocr.org.uk</a>
<b>Pearson Edexcel</b> Formerly London Board	190 High Holburn London WC1V 7BH	0344 463 2535	<a href="http://www.qualifications.pearson.com">www.qualifications.pearson.com</a>
<b>WJEC/Eduqas</b> (for UK centres)	24 Western Avenue Cardiff CF5 2YX	029 2026 5000	<a href="http://www.wjec.co.uk">www.wjec.co.uk</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 **Thursday 24<sup>th</sup> March 2022**.

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

Signed: ..... (Student)

Date: .....

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

**PLEASE RETURN THIS FORM TO YOUR TUTOR BY Thursday 23<sup>rd</sup> March 2023**

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