

RUTLISH SCHOOL



Curriculum & Options Information 2018 - 2020

*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 21st Century. In the future you will require a sound understanding of the basics: English, Mathematics and Science and to have developed into a multi-skilled, adaptable and flexible learner who will probably change jobs several times during your working lifetime.

As you know Rutlish and Ricards Lodge are a joint Sixth Form (RR6) and we very much hope that the choices you begin to make now will be part of your decision to stay with us in September 2020. This booklet tries to provide you with the information you need to make an informed choice; please read it well and share the process of choosing with your parents and your teachers. Once Options have been chosen and agreed, there is an obligation for you to study them for two years. This makes your choices very important. They must be the right choices for you and you will receive guidance from your tutors and teachers.

RECENT CHANGES TO THE EDUCATION SYSTEM

In recent years the Government has made significant changes to the education system. The English Baccalaureate (EBACC) has been introduced, GCSE grades have changed to a numbered system, more exams have been introduced and school accountability measures have been altered which has impacted on the school curriculum.

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

HOW TO MAKE THE BEST DECISION

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

If you have any questions or concerns about the KS4 curriculum, please do not hesitate to contact Mr Gormally, Assistant Headteacher.

Mr A. Williamson
Headteacher

Mr B. Gormally
Assistant Headteacher

At the time of producing this Options Book the Government has not updated its list of approved courses for 2020. It is possible this announcement could influence what courses we will run in September 2018. For BTEC courses we have provided information on the current version of the course. New courses are currently being developed which may include some changes to the course content.

THE OPTIONS PROCESS

Late January/early February	<ul style="list-style-type: none">✚ Option Booklet distributed via tutors - return slips not accepted before 22th February
Thursday 21st February	<ul style="list-style-type: none">✚ Parents Consultation Evening in the Hall✚ Time 4.30 – 7.30pm✚ Options talks at 5pm, 6pm & 7pm in the Gym
Wednesday 7th March	<ul style="list-style-type: none">✚ Final date for completed Options Forms to be returned to tutor✚ WE CANNOT GUARANTEE YOUR OPTION CHOICE IF YOUR FORM IS RETURNED AFTER THIS DATE
Week beginning: Monday 18th June	<ul style="list-style-type: none">✚ Students final Options confirmed✚ If there are any issues surrounding your Options, we will contact you prior to this date.✚ Please note confirmation of final options are sometimes dependent on Government announcements. In the past this had led to slight delays in the process which is beyond our control.

WHY CONSIDER A VOCATIONAL COURSE

WHY CONSIDER A VOCATIONAL COURSE RATHER THAN A GCSE?

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

TO HELP YOU DECIDE:

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

COMPULSORY SUBJECTS

ENGLISH LANGUAGE

ENGLISH LITERATURE

MATHEMATICS

GCSE SCIENCES

RELIGIOUS STUDIES

PHYSICAL EDUCATION/GAMES

(Non-exam subject - no page included)

ENGLISH LANGUAGE – GCSE

Board:	AQA
How will the course be examined/assessed?	100% Examination
Head of Department:	Mrs I Alltraine

WHAT WILL BE STUDIED?

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

USEFUL RESOURCES

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

ENGLISH LITERATURE – GCSE

Board:	AQA
How will the course be examined/assessed?	100% Examination
Head of Department:	Mrs I Alltraine

WHAT WILL BE STUDIED?

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

WHY STUDY THE SUBJECT?

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

USEFUL RESOURCES

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

MATHEMATICS – GCSE

Exam Board	AQA
How will the GCSE be examined/assessed?	100% Exam
Head of Department:	Mr P. Pryce

WHAT WILL BE STUDIED?

The Mathematics course covers 5 main areas:

Number – including the properties of number and number operations

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

Ratio – including rates of change

Geometry – including areas, volumes and trigonometry

Probability and statistic – including interpreting and displaying data.

WHY STUDY THE SUBJECT?

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

USEFUL RESOURCES

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

DOUBLE SCIENCE – GCSE

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

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

WHAT WILL BE STUDIED?

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

All students regardless of ability will study for the GCSE double science award (AQA Trilogy). This course is the equivalent of 2 GCSE awards in science.

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

USEFUL RESOURCES

Course Specifications

- Trilogy: <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>
- 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)
- CGP Science GCSE revision guide

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 1hr 45 minutes per science subject (6 exams in total)
Heads of Department:	Biology: Ms Lisa Whitehall-Bentt Chemistry: Ms Carmen Beck Physics: Ms Helen Ryan

WHAT WILL BE STUDIED?

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

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

WHY STUDY THE SUBJECT?

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

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

Science education enables students to:

- Develop the confidence, knowledge and skills to find answers to their own questions about the workings of the biological, chemical, physical and technological world and become better informed citizens
- Attempt to find solutions to problems arising from their own needs and experiences in daily life
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USEFUL RESOURCES

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- 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-gcsescience.com/> (this website may require subscription)

RELIGIOUS STUDIES – GCSE

Exam Board	PEARSON EDEXCEL
How will the GCSE be examined/assessed?	Two examinations at the end of Year 11
Head of Department:	Ms J. Hyland

WHAT WILL BE STUDIED?

Religions and ethics, and religion, peace and conflict.

Religions studied: Islam and Christianity

Units studied: Religion and Life from the viewpoint of Christianity and Islam. Each course comprises 4 modules. In addition to paper one

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 religion

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

OPTIONAL SUBJECTS

ART & DESIGN - GCSE

ART & DESIGN - BTEC

BUSINESS STUDIES - BTEC

DRAMA - GCSE

DT - GCSE

DT Hospitality - BTEC

ECONOMICS - GCSE

FRENCH - GCSE

GEOGRAPHY - GCSE

GERMAN - GCSE

HISTORY - GCSE

IT Computer Science - GCSE

IT – CiDA

IT - BTEC

MEDIA STUDIES – GCSE

MEDIA STUDIES - BTEC

MUSIC – GCSE

MUSIC - BTEC

PERFORMING ARTS - BTEC

PHYSICAL EDUCATION - GCSE

SPORT - BTEC

ART & DESIGN – GCSE

Exam Board	AQA
How will the GCSE be examined/assessed?	Non Exam Assessment 60% Portfolio (coursework) For the portfolio you will produce 2 personal art projects 40% - Exam (practical)
Head of Department:	Ms. S Freeman

WHAT WILL BE STUDIED?

The Art and Design GCSE is made up of two elements, portfolio work and the final exam.

The portfolio work will be created throughout Year 10 and the first term of Year 11

The exam will be 10 hours, spread over two days and sat at the end of Year 11. You will have from the beginning of January to prepare for the exam and complete all preparation work in your sketchbook/folder. You will be given a range of themes by the exam board and you will have to select and investigate one of these for your exam work.

Students will:

- Build upon the experiences, skills and knowledge gained from their KS3 course
- Work and experiment with different materials and techniques in both two and three dimensions, for example: painting, print making, drawing, mixed media, sculpture, installation, collage, digital media: film, television, animation, video and photography
- Produce personal projects, working with increasing independence.
- Research: Artists, trips/visits & be inspired by practising artists
- Record and develop their ideas in creative ways
- Work with their own choice of materials
- Be part of the UAL Saturday Club – to be confirmed nearer the time
- Have the opportunity to be involved in extra-curricular clubs and activities
- Enjoy the hub of creativity in the classroom

WHY STUDY THE SUBJECT?

Art and Design:

- Challenges, calms and excites!
- Helps to develop creative and analytical thinking and practical skills that you can use in other subject areas
- Encourages learning about other cultures and civilisations
- Enables you to express and question your thoughts and ideas
- Requires organisation and ability to meet deadlines
- Teaches you skills to become an independent learner
- Could be the first step towards a highly rewarding career in computer design, architecture, graphic design, illustration, fashion design, animation, set or stage design, advertising, interior design, photography, film directing, art teaching ... and much more!

USEFUL MATERIALS – available from the Art Department

- A range of art materials: colouring pencils, oil pastels, chalk pastels, watercolours, paint, drawing pencils, fine-liners, sharpeners, rubber, pens, glue-sticks, felt tips and sketching pencils.
- Hard-back sketchbook and A3 / A2 / A1 portfolio case
- Access to a computer, printer, camera, library, and the internet.

ART & DESIGN - BTEC

Level 1/2 First Award in Art and Design

Exam Board	PEARSON EDEXCEL
How will the BTEC be examined/assessed?	Non Exam Assessment Exam 40% Edexcel BTEC Level 1/Level 2 First Award in Art and Design 1 - Introduction to Specialist Pathways in Art and Design 2 - Creative Project in Art and Design Optional specialism 3 - Communicating Ideas in 2D 4 - Communicating Ideas in 3D 5 - Developing an Art and Design Portfolio 6 - Investigating Contextual References in Art and Design
Head of Department:	Ms S Freeman

WHAT WILL BE STUDIED?

The Art and Design BTEC Level 1/2 First Award is made up of two elements, portfolio work and the final exam. A portfolio of work will be created in Year 10 and the first term of Year 11

Students will:

- Build upon the experiences, skills and knowledge gained from their KS3 course
- Work and experiment with different materials and techniques in both two and three dimensions, for example: painting, print making, drawing, mixed media, sculpture, installation, collage, digital media: film, television, animation, video and photography
- Produce personal projects, working within a structured framework
- Research: Artists, trips/visits & be inspired by practising artists
- Record and develop their ideas in creative ways
- Work with their own choice of materials
- Be part of the UAL Saturday Club – to be confirmed nearer the time
- Have the opportunity to be involved in extra-curricular clubs and activities
- Enjoy the hub of creativity in the classroom

WHY STUDY THE SUBJECT?

Art and Design BTEC:

- Links to Industry
- Provides an opportunity to link education and the world of work in engaging, relevant and practical ways.
- Helps to develop your own creative thinking and practical skills that you can use in other subject areas
- Encourages you to express your thoughts and ideas
- Is a subject in which you need to be organised and good at meeting deadlines
- Provides a clear progression route to a Level 3 course or an apprenticeship.
- Teaches you to develop transferable interpersonal skills, including working with others, problem solving, Independent study, and personal, learning and thinking skills.
- Could be the first step towards a highly rewarding career in graphic design, illustration, fashion design, animation, set or stage design, advertising, interior design, photography, film directing, art teaching ... and much more!

USEFUL MATERIALS – available from the Art Department

- Art materials: sketchbook, oil pastels, chalk pastels, watercolours, fine-liners, sharpeners, glue-sticks, felt tips, tape, scissors, range of drawing pencils, colouring pencils, felt tips, paints etc
- Hard-back sketchbook and A2 / A1 portfolio case
- Access to a colour printer, the internet and a digital camera if possible.

BUSINESS STUDIES – BTEC

Exam Board	PEARSON EDEXCEL Level 1 & 2
How will the GCSE be examined/assessed?	Non Exam Assessment 75% internal controlled assessment and 25% external assessment (on screen test)
Head of Department:	Mr A. Redzepagic

WHAT WILL BE STUDIED – in Year 10

In Year 10 you will be completing two units. You will be given an assignment brief and will be required to complete all tasks by the deadline given by the teacher.

Unit 3 – Promoting a Brand (internally assessed by the teacher) 25%

In this unit you will:

- explore the use of branding and the promotional mix in business
- develop and promote a brand for a business

Unit 2 – Finance for Business (externally assessed by an examiner) 25%

In this unit you will:

- understand the costs involved in business and how businesses make a profit
- understand how businesses plan for success
- Understand how businesses measure success and identify areas for improvement.

WHAT WILL BE STUDIED – in Year 11

In Year 11 you will be completing two units. At the end of unit 2 you will sit an external online exam which will be externally marked. As for Unit 8 you will be given an assignment brief which will be internally marked by the teacher.

Unit 1 – Enterprise in the Business World (internally assessed by the teacher) 25%

In this unit you will:

- know how trends and the current business environment may impact on a business
- plan an idea for a new business
- present a business model for a business start-up

Unit 8 - Recruitment, Selection and Employment (internally assessed by the teacher) 25%

In this unit you will:

- know about job roles and functional areas in business
- produce documentation for specific job roles
- demonstrate interview skills and plan career development

WHY STUDY THE SUBJECT?

BTEC First in Business 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.

USEFUL RESOURCES

- Own Managed Learning Environment (MLE) portfolio

Book List (ISBN Numbers)

- Carysforth C & Neild M — BTEC First Business (Heinemann, 2004) ISBN: 978-0-435-499-076
- Anderton A — GCSE Business Studies (Causeway Press, 1998)
- Selected websites and videos
- BBC news and a good quality newspaper

DRAMA - GCSE

Exam Board	AQA
How is the course structured?	Component 1- Students complete the study of set play- Blood Brothers. The Examination for this component will test their understanding of the way in which they dramatised/performed different scenes and interpreted the characters. 40% Component 2- 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 may come from magazines, newspaper articles, films, poems etc. They track their progress through a devising logbook as the play develops.- 40% Component 3- In this component, students perform 2 monologues, duologues or short extracts from a play with their peers. 20%
Head of Department:	Ms C. Dawkins

WHAT WILL BE STUDIED?

The course also provides many opportunities for pupils of all abilities to develop their practical skills as well as utilise contemporary issues to influence their choice of plays. This new 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.

WHY STUDY THE SUBJECT? Where will this take me?

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 pupils 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.

WHERE CAN I FIND OUT MORE?

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

DESIGN TECHNOLOGY – GCSE

Exam Board	AQA
How will the GCSE be examined/assessed?	Non exam assessment 50% Exam 50%
Head of Subject	Ms. N Bhaga Mr H Cho

WHAT WILL BE STUDIED?

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

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

- **Rutlish School Design and Technology Department will offer two pathways, majoring in two key areas of DT; Resistant Materials and Graphics. It is important that you opt for the correct pathway on the Option Form, please speak with your teachers for guidance.**
- All Students will learn core aspects of DT from the following disciplines: Resistant Materials, Graphic Products, Electronics and Textiles.
- **Graphical skills and practical techniques:**
 - Students will communicate their ideas in 2D and 3D, leading to 3D outcomes such as promotional products, posters, packaging design and CD 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 pupils 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.

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.

DT - HOSPITALITY - BTEC

Exam Board	PEARSON EDEXCEL First Award Level 1/2
How will the GCSE be examined/assessed?	External exam and coursework assignments
Head of Department:	Mr Cho / Ms Bhaga

WHAT WILL BE STUDIED?

This course will allow candidates to specialise in the focus area of Hospitality, where they will learn about hygiene, health and safety, working relationships, giving customers a positive impression as well as preparing, cooking and finishing a range of dishes.

Although the benefit of this course is the generation of a number of food products, students are reminded that it is not the sole purpose and obviously there is a large element of theory, which has to be tackled and understood. Students will be expected to provide ingredients for regular practical work.

WHY STUDY THE SUBJECT?

This course may lead you to further education and/or a career in Hospitality or Catering.

The BTEC in Hospitality gives learners the knowledge, understanding and skills that they need to prepare for working in the hospitality sector. In the fast-growing catering sector this course offers opportunities to develop skills, knowledge and understanding in a range of professional areas.

Within the hospitality industry there is a high demand for trained people at management and supervisory levels. The BTEC is designed to introduce learners to working in the sector, or prepare them for further study, such as a BTEC National qualification.

The course may lead you to further education in design and/or a career in **Hospitality and Catering or Design**.

Life skills, such as basic food hygiene and food preparation methods will be studied and will give you a clear understanding of a healthy lifestyle.

USEFUL RESOURCES

- Access to a computer, the library and other information sources such as the Internet, CD rom, TV/video.
- At home, an A2 area to work, storage space and kitchen.
- Basic equipment such as pencil, black fine liner, set square, compass, eraser, sharpener, craft knife, scissors, glue stick and coloured pencils.

ECONOMICS – GCSE

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

Exam Board	AQA
How will the GCSE be examined/assessed?	Paper 1 - 50% Examination Paper 2 - 50% Examination
Head of Department:	Mr A. Redzepagic

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.

USEFUL RESOURCES

As this is a new course, the textbook has yet to be published by AQA.

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 Department:	Ms F Holloway

WHAT WILL BE STUDIED?

The new 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 5th 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. Below you will find a list of the kinds of jobs people who major or minor in a second language have chosen:

Examples of Career choices:

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.

USEFUL RESOURCES

- Edexcel GCSE French revision guide and workbook
- GCSE vocabulary lists on vocabexpress.com
- Intermediate topics on linguascope.com

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 you the chance to learn about the changes. There are three components:

Component 1: Global Geographical Issues

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

Component 2: UK Geographical Issues

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

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

Component 3: People & Environmental Issues - Making Geographical Decisions

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

HOW IS THE COURSE ASSESSED?

Exam is linear based and will take place in May 2020

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

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

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

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

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

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

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

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

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

WHAT CAN I DO AFTER I'VE COMPLETED THE COURSE?

Geography really is an education for life. Employers and Universities value the broad range of transferable skills that Geography delivers. Geography fits neatly with Science, Arts and Humanities. Geographers also tend to have very good IT skills. A GCSE in Geography is excellent preparation for a career in planning, resource and countryside management, tourism and recreation, environmental management and development. Many Geographers also move into general management careers or branch out in journalism.

So are you interested in finding out where places are and how people live their lives in the remote corners of the Earth? Are you fascinated by the natural world of rivers and our ever-changing coastline? Do you want to find out more about tectonic activity? If the answer is 'yes', then ask your Geography teacher for more information.

We look forward to working with you next year.

USEFUL RESOURCES

- The National Geographic magazine website www.nationalgeographic.com/index.html or www.bbc.co.uk/schools/gcsebitesize/hotlinks/geography.shtml
- The WorldMapper website. www.worldmapper.org
- The Royal Geographical Society's Geography in the News website www.geographyinthenews.rgs.org/usefullinks/

GERMAN – 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 Department:	Ms F Holloway

WHAT WILL BE STUDIED?

The new 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 4th 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...

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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. Below you will find a list of the kinds of jobs people who major or minor in a second language have chosen:

Examples of career choices:

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.

USEFUL RESOURCES

- Edexcel GCSE German revision guide and workbook
- GCSE vocabulary lists on vocabexpress.com
- Intermediate topics on linguascope.com

HISTORY – GCSE

Exam Board	AQA
How will the GCSE be examined/assessed?	Two written exams: 1 hour 45 minutes each. Each paper is worth 84 marks (including 4 marks for spelling, punctuation and grammar) Each paper is worth 50% of the GCSE
Head of Department:	Mr H. Davut

WHAT WILL BE STUDIED?

Paper One: Understanding the Modern World

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

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

Paper Two: Shaping the Nation

Section A: Thematic study – 2B Britain: Power and the people: c1170 to the present day

Section B: British depth studies including the historical environment – Norman England 1066-1100

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 6th form.

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

George Orwell

Studying GCSE History gives pupils opportunities to assess and analyse the world around them, by developing their knowledge and understanding of the past. 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.

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 is a widely respected subject across the world.

USEFUL RESOURCES

Classroom textbooks:

- Understanding the Modern World Ferriby, Martin and Walsh ISBN 978 1 471862946
- The above book covers both topics in **Paper 1**.
- For **Paper 2** there are two books we use as follows:
- Power and the People, Alf Wilkinson ISBN 978 1 4718 6151 2
- Norman England 1066-1100 Helena Clarke ISBN 978 1 4718 6342 4

Revision Guides

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

On-line resources

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

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

IT COMPUTER SCIENCE – GCSE

OFFERED TO SELECTED STUDENTS ONLY

Exam Board:	PEARSON EDEXCEL
How will the course be examined/assessed?	Non Exam Assessment External Exam: Theory Paper 80% (2 x Theory papers) Controlled assessment: Programming 20%
Head of Department:	Mrs L. Slabber
Entry requirements	Grade 4- Maths at KS3

WHAT WILL BE STUDIED?

You will begin the year by learning how computers actually work, you will discover what binary numbers are and how computers store data. You will do some binary counting, addition and subtraction.

You will learn some exciting methods to write Ceasar cypher messages (secret code) and how computers compress images and sound.

You will have a good look at the inside of a computer and all the parts of it. You will learn about the function of all the parts inside your computer and how it is possible for your computer to do so many things at once!

You will learn about computer networks and will have a demonstration and talk on the school's network. You will find out how networks are set up and how your daily activity is monitored!

You will learn how to code websites using HTML code and you will learn how the internet actually works.

You will learn about micro controllers and how they work.

You will also build on your programming skills in Python and write some exciting programs of your own.

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

WHY STUDY THE SUBJECT?

This course counts as a Science GCSE in the EBAC and provides wonderful high earning career opportunities in the technology industry. During every lesson you will discover new things about computers and how it impacts our everyday life.

This course provides you with the skills to become a Game Designer, design your own apps, write software programs, work in networking and in the technology department of the biggest companies in the world. Other careers include, Computer Technicians; Computer Engineers and Data Managers, many jobs are also available in the Media industry.

Why not even begin your own tech business! The technology industry is the fastest growing industry in the world, you will be assured of a wide variety of careers to choose from. Students enjoy the challenges this course offers and it is seen as one of the prestige GCSE's to take.

USEFUL RESOURCES

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

IT – BTEC

Exam Board:	PEARSON EDEXCEL Level 2
How will the course be examined/assessed?	Pass, Merit, Distinction, Distinction * Equivalent to GCSE Component 3: Externally Assessed.
Head of Department:	Mrs L Slabber

WHAT WILL BE STUDIED?

The EDEXCEL BTEC Level 2 Tech Award in Information Communication Technology has been designed to provide an engaging and stimulating introduction to the world of Information Technology. 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 their creative and communication skills needed for working in the Information Technology sector. Work is assessed through a mixture of designing and creating digital products, presentations and written assignments.

Over the course of the two years pupils will be required to complete 3 components of work.

Component 1: Explore the ICT Sector.

Component 2: Develop knowledge, skills and best practices.

Component 3: Apply knowledge skills and best practices.

WHY STUDY THE SUBJECT?

This BTEC is a vocational qualification for those who wish to study further. This qualification allows students to get a taste of what a sector is like, gain skills and confidence that will help you in the world today and prepare you for your future. Students say:

“I’m working on a task to pull together everything I’ve learned, and the skills I’ve developed to apply to a **real-life scenario.**”

USEFUL RESOURCES

www.teach-ict.co.uk

BTEC Tech Award in Information Technology Textbook.

IT – CIDA

Certificate in Digital Applications

Exam Board:	PEARSON EDEXCEL - Level 2 Equivalent to 1 GCSE
How will the course be examined/assessed?	Mandatory Unit: Developing Web Products External Assessment: 2 hours 30 minute practical examination (25%) Optional Unit: Creative Multimedia (assessed in school)
Head of Department:	Mrs L. Slabber

WHAT WILL BE STUDIED?

Unit 1: Developing Web Products

This unit aims to give you the knowledge and skills you need to produce attention grabbing websites using WebPlus. You will develop your skills to create multimedia assets for a website, learn some basic HTML code and develop an interactive website. You will demonstrate your ability to design, build and test a website in a practical computer-based examination set by Edexcel.

Unit 2: Creative Multimedia

This unit aims to give you the skills to use the tools and techniques provided by multimedia authoring software to design and create effective multimedia products for specified purposes and audiences. You can expect to create the following products, a movie, an animation, website and an interactive PowerPoint presentation.

WHY STUDY THE COURSE?

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

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

USEFUL RESOURCES

- Serif Webplus X 6 software

MEDIA STUDIES – GCSE

Exam Board:	AQA
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, News Production, Gaming, Music Production and Film Study.

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

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

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

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

WHY STUDY THE SUBJECT?

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

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 Digital Production

Exam Board:	PEARSON EDEXCEL Level 2
How will the course be examined/assessed?	Non Exam Assessment: 75% Exam: 25%
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 Study in the context of the workplace, with a digital focus.

Students will study 4 Units:

- Unit 1 will be externally assessed and will ask students to demonstrate their understanding of different sectors of the Media and their audiences
- Unit 2 will be internally assessed and will require students to independently plan and pitch their own media product with their teacher's guidance
- Units 3 and 4 will be internally assessed and will involve the production of two media products that respond to a brief. These could include: Digital Moving Image Production, Digital Audio Production or Digital Publishing Production.

-
The Units can overlap. For example, the Media Product planned in Unit 2 could then be produced in Unit 4.

WHY STUDY THE SUBJECT?

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

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 a colour printer
- Access to editing software, digital publishing software and design software, such as iMovie and PhotoShop

MUSIC – GCSE

Exam Board:	PEARSON EDEXCEL
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.

USEFUL RESOURCES

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

MUSIC - BTEC

FIRST AWARD

Exam Board:	PEARSON EDEXCEL
How will the course be examined/assessed?	The course includes a one hour written paper based on the Music Industry. The other modules are all assessed in school. This is a practical, vocational qualification. The course is assessed for pass, merit or distinction.
Head of Department:	Mrs D. Steele

WHAT WILL BE STUDIED?

There are two Core Units

The core units recognise the importance of knowledge about music for anyone wanting to be successful in the industry. There is an increasing focus on the role of the individual, where there is a need for personal business and entrepreneurship skills, coupled with music skills and aptitudes. The core also provides opportunities for the development of music skills through the development of a music product.

Unit 1: The Music Industry – provides an overview of the industry, particularly focusing on the shape of the modern industry and covering the emergence of the role of the self-employed producer, performer and promoter.

Unit 2: Managing a Music Product – covers essential aspects for progression. This unit looks at the development of a music product. As well as providing a vehicle for demonstrating skills and learning, it also introduces the role of planning and promotion in the management of a music product. Learners can base their work on a live concert, event, a CD or online product, providing opportunities for both music performers and technologists.

The optional specialist units offered within this qualification build on the core units and provide learners with an opportunity to develop a wider understanding of the music industry.

Students will also need to complete additional units. Examples of these units are below:

Unit 3: Introducing Live Sound – enables learners to set up, understand and operate the concert PA systems required for most of today's music performances, thus developing a valuable vocational skill and potential employment opportunity.

Unit 4: Introducing Music Composition – encourages learners to develop creativity in addressing specific needs and requirements when responding to client briefs – similar to the behaviour required in the professional world of music composition.

Unit 5: Introducing Music Performance – enables learners to develop their skills as performers for progression to the next stage of their education or training, as well as developing their technique and reflective practice.

What type of person would suit this course?

- The course requires team work, organising concerts, playing in bands and working collaboratively with other people.
- This is a creative course, producing, writing recording music with other people. You need to enjoy making music. Composition work will include working on Logic Pro and Muse Score.
- You will need to be able to work independently and be able to meet deadlines.
- Performance-you need to play an instrument, sing or rap. You do not need to have passed music graded exams.

WHY STUDY THE SUBJECT?

- To inspire and enthuse learners to consider a career in the music industry, rather than to participate in music only recreationally.
- To give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the music industry, e.g. the live sound industry, solo or group professional performance, or music promotion and publishing.
- To support progression to a more specialised level 3 vocational or academic music course or an apprenticeship. This is available in RR6 at Ricards Lodge.

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

Exam Board	PEARSON EDEXCEL
How is the course structured?	3 Components: 1 & 2 – Internally Assessed 3 – Externally Assessed in 2019
Head of Department:	Ms C. Dawkins

WHAT WILL BE STUDIED?

This new course allows you to study acting, giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will examine the roles and responsibilities of different performance artists and practitioners such as actor, director, writer and designer; as well as the different approaches and styles used, such as comedy, naturalism and physical theatre. You will also develop key skills, such as being able to respond to and interpret different ideas given to you; and you will be experiencing first-hand the ways in which performance artists work through the development of ideas, rehearsal and then performance.

The qualification is the same size and level as a GCSE and is aimed at everyone who wants to find out more about performing arts. It is a practical introduction to life and work in the performing arts industry, which will give you the opportunity to develop performing arts skills and techniques, and to analyse and evaluate your skills both independently and within a group.

HOW WILL I BE ASSESSED?

You will carry out tasks or mini-projects throughout the course and towards the end of the course you will do one larger project in acting where you use the knowledge, skills and techniques you have learned to devise and deliver a workshop performance to a specific audience from a brief that will be given to you. All the work you do through the course prepares you for this larger project, which is sent away to be marked.

WHY STUDY THE SUBJECT? Where will this take me?

When you have completed the qualification, you will have developed a practical understanding of the performing arts sector, and the roles and responsibilities of the people involved in performing arts industries. Because you will be building useful skills, which are not generally covered in GCSE courses, you will have a better understanding of whether the performing arts sector is for you. This will allow you to decide whether this is an area you want to continue to study. The course will also help you to develop specific skills and knowledge, such as self-evaluation and group work, which will benefit you wherever you progress to next.

WHERE CAN I FIND OUT MORE?

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

Exam Board:	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 your son's practical ability is directly assessed in this course and contributes to his final grade alongside his academic ability

WHAT WILL BE STUDIED?

There are four components to the GCSE Physical education course

These components are:

1. Theory - Fitness and Body Systems
2. Theory - Health and Performance
3. Practical Performance
4. Personal Exercise Programme

COMPONENT 1

Fitness and Body Systems

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data

Assessment :

Written examination: 1 hour and 45 minutes
36% of the qualification
90 marks

COMPONENT 2

Health and Performance

1. Health, fitness and well-being
2. Sport psychology
3. Socio-cultural influences
4. Use of data

Assessment :

Written examination: 1 hour and 15 minutes
24% of the qualification
70 marks

COMPONENT 3

Practical Performance

The assessment consists of students completing three physical activities from a set list.

1. One must be a team activity
2. One must be an individual activity
3. The final activity can be a free choice

Skills in isolation

Skills in a competitive/formal situation

Assessment :

Non-examined assessment: internally marked and externally moderated
30% of the qualification
105 marks (35 marks per activity)

COMPONENT 4

Personal Exercise Programme (PEP)

1. Aim and planning analysis
2. Carrying out and monitoring the PEP
3. Evaluation of the PEP

Non-examined assessment:

internally marked and externally moderated
10% of the qualification
20 marks

WHY STUDY THIS COURSE?

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

The course could lead to:

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

USEFUL RESOURCES

- Edexcel GCSE PE
- Edexcel PE GCSE Revision guides and course books
- www.topendsports.com
- www.brianmac.co.uk

SPORT – BTEC

First in Sport

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

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

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

- Unit 1 Fitness for Sport and Exercise (External Exam)
- Unit 2 Practical Sport (Internal Coursework)
- Unit 5 Training for Personal Fitness (Internal Coursework)
- Unit 6 Leading Sports Activities (Internal Coursework)

WHY STUDY THE SUBJECT?

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

USEFUL RESOURCES

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

Useful websites

<http://www.BCBCBITESIZE.COM/PhysicalEducation>

<http://www.schoolzone.co.uk/resources/PE.htm>

<http://pecentral.org/>

<http://www.sports-media.org>

<http://www.topendsports.com>

<http://www.brianmac.co.uk>

TIERED EXAMINATIONS IN GCSE

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

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

NEW 9 TO 1 GRADES COURSES



Grading new GCSEs from 2017

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

EXAMINATION BOARDS

BOARD	ADDRESS	PHONE NUMBER	WEBSITES & EMAIL
AQA Formerly SEG Board	Stag Hill House Guildford Surrey GU2 5XJ	0800 197 7162	www.aqa.org.uk
OCR Formerly Cambridge & MEG Boards	Syndicate Buildings 1 Hills Road Cambridge CB1 2EU	01223 553998	www.ocr.org.uk Email: general.qualifications@ocr.org.uk
Pearson Edexcel Formerly London Board	190 High Holburn London WC1V 7BH	0844 463 2535	www.qualifications.pearson.com
WJEC	WJEC 245 Western Avenue Cardiff CF5 2YX	01223 553998	www.wjec.co.uk Email: info@wjec.co.uk

HOW TO CHOOSE YOUR OPTIONS

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

+ You may only choose **ONE** IT course.

+ You cannot choose **BOTH**:

- Art & Design GCSE and Art & Design BTEC
- Drama GCSE and Performing Arts BTEC
- Physical Education GCSE and Sport BTEC
- Business Studies BTEC and Economics GCSE
- Media Studies GCSE and Media Studies BTEC
- Music GCSE and Music BTEC

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 or German. 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** (*green separate sheet*) – please sign and hand to your tutor no later than **Wednesday 7th March 2018**.

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:

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

OPTION A	✓	OPTION B	✓	OPTION C	✓	OPTION D	✓
French GCSE (EBACC)		Art GCSE		Art GCSE		Business Studies BTEC Vocational	
Geography GCSE (EBACC)		Business Studies BTEC Vocational		Business Studies BTEC Vocational		Drama GCSE	
German GCSE (EBACC)		DT GCSE Graphics Pathway		DT – Hospitality BTEC Vocational		DT GCSE Graphics Pathway	
History GCSE (EBACC)		DT GCSE Resistant Materials Pathway		Economics GCSE		DT GCSE Resistant Materials Pathway	
IT - Computer Science GCSE (EBACC)		French GCSE (EBACC)		Geography GCSE (EBACC)		Economics GCSE	
		Geography GCSE (EBACC)		IT – Computer Science GCSE (EBACC)		History GCSE (EBACC)	
		German GCSE (EBACC)		OCR National iMedia Vocational		IT - Computer Science GCSE (EBACC)	
		History GCSE (EBACC)		Media Studies GCSE		OCR National iMedia Vocational	
		Media Studies BTEC Vocational		Music GCSE		Performing Arts BTEC Vocational	
		Media Studies GCSE		Physical Education GCSE		Physical Education GCSE	
		Sport BTEC Vocational					

Signed: (Student)

Date:

Signed: (Parent/Carer)