ROYAL
ALEXANDRA
& ALBERT
SCHOOL

YOUR OPTIONS

GCSE SUBJECTS 2018/2020

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GCSE

Options for Key Stage 4

2018–2020

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Introduction

At the start of Year 10 you will begin to study 2-year GCSE courses. Up until now you have had no choice in the subjects you study however this will change next year. You will be required to study a core set of subjects but will also be allowed to choose a number of the subjects that you study.

Your selection will be very important and you will need to talk with your parents, teachers and our careers advisor to reach the best possible choices. Selecting the right courses for you means matching your ability and interests to the courses that are offered as well as thinking about your longer term aspirations.

Changes to GCSEs

Some important changes have taken place to GCSEs. From September of this year all GCSE courses will have newly reformed subject specifications. This, for most subjects, sees an increase in both the level and challenge of content taught. The assessment for GCSE courses has also changed recently. Some of you may have older brothers or sisters who completed 'modular' GCSE courses; these are no longer available. All GCSEs are now assessed by exams taken at the end of the course. (These are sometimes referred to as 'linear' courses and 'terminal' exams.) Also for most subjects you will be assessed by these formal exams rather than by controlled assessment taken during the course.

There will also be a change in the grading system for the GCSEs you will take, with the familiar A*-G being replaced by numerical levels from 1-9. The Department for Education's 'conversion' chart which provides a comparison of the old and new grading structures is copied here:

Department for Education

Grading new GCSEs from 2017

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

Under the new grading system a grade 5 has been defined as a 'strong pass' by the Department for Education. On the current system this translates to between a B and a C grade which means it will be harder in the future to achieve a 'strong pass'.

An explanation of the new system and a comparison of the old and new grading structures can also be found by using the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626681/GCSE_Factsheet_parentFormatted1.pdf

The English Baccalaureate

The English Baccalaureate (EBacc) was introduced by the Department of Education in 2011 to encourage all students studying GCSEs to have sensible breadth and balance to the courses that they study.

To gain the EBacc you need to attain GCSEs at grade 5 or better in the following subject areas: English, Maths, Science/ Computer Science (two GCSEs), a Modern Foreign Language (MFL) and History or Geography. You will not be awarded any separate or additional certificates for gaining the EBacc but it is a recognition that you have gained passes in this robust core set of GCSE subjects.

We would advise you to consider, if your chosen subjects would allow, to achieve the EBacc as this may in the future become a requirement for some university admissions or careers. The set of subjects that make up the EBacc are also 'facilitating subjects' at A Level, the subjects most commonly required or preferred by universities to get on to a range of degree courses. However, this must also be balanced against your current interests and strengths, and we recognise that the EBacc may not be suitable for all students.

The Key Stage 4 Curriculum

During Years 10 and 11, you will study a core of compulsory courses and subject areas and select from a range of optional subjects.

All students in Year 10 will study (the 'Core' subjects):

English Language	GCSE
English Literature	GCSE
Mathematics	GCSE
Trilogy Science or Chemistry, Physics & Biology separately	GCSE**
Religious Studies (Short course)	GCSE
Citizenship & Personal, Social & Health Education (Core)	No exam
Careers	No exam
Physical Education (Core)	No exam

** The Science GCSE course started in September 2017 for all Year 9 students. Staff will ensure that students are set appropriately to allow them to access the course that they are most suited to and that will allow them to achieve the highest grades, either Trilogy Science or Chemistry, Physics and Biology separately.

In addition we would expect all students to consider a Modern Foreign Language (French or Spanish) GCSE. If you are currently in set 1 French or Spanish, the expectation is that you will take at least one of these subjects. All students are encouraged to take at least one language.

Option Choices

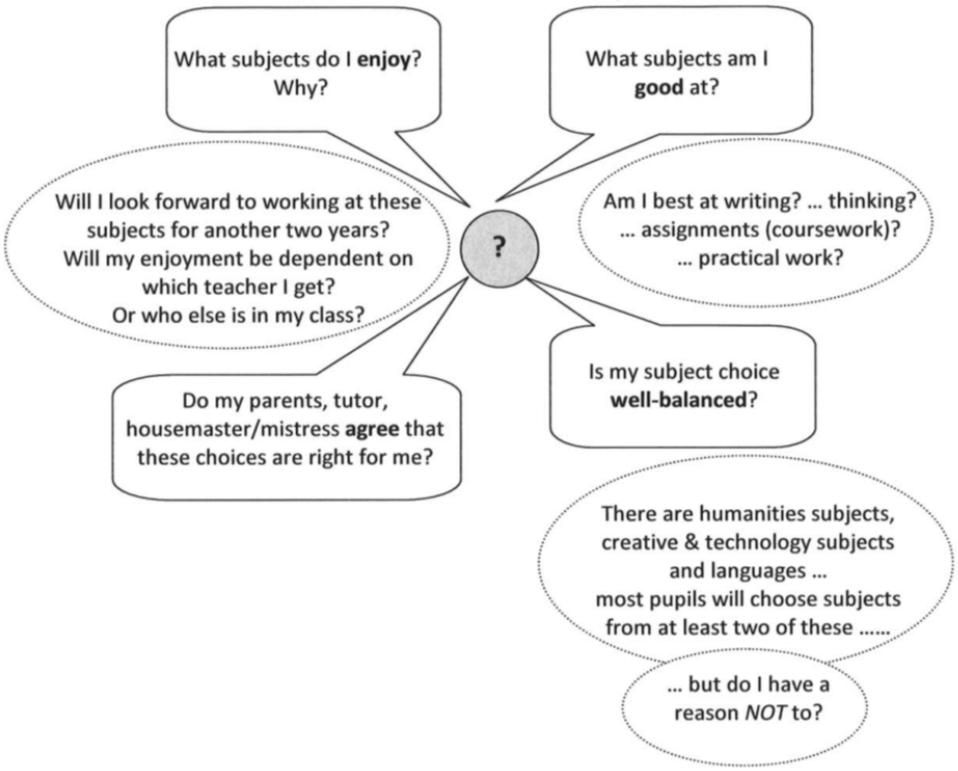
You have a free choice of any four of the option subjects. These are:

Art & Design
Business (GCSE)
BTEC Level 1/Level 2 Tech Award in Enterprise
Citizenship
Computing
Design and Technology
Drama
Food Technology
French
Geography
History
Music
Spanish
Physical Education

Making Your Choice

Deciding on the subjects that you are going to take at GCSE is an important process. You need to make sure that you think about your abilities and interests as well as your longer term goals.

Here are some things to think about to help you make your choices:



OPTIONS FOR KEY STAGE 4

Information on all subjects is contained in this booklet and you should refer to this to help you make informed decisions about subject choices. Further information and advice can be obtained from subject teachers, Heads of Department as well as your Head of Year and Form Tutor. You can also arrange to make an appointment with Ms Legg, our Careers Advisor.

Looking Ahead

It is important that if you have a particular career or degree course in mind that you research carefully what qualifications are required.

The list of courses below gives guidance on the A Levels necessary or often preferred for a range of degree courses.

Accountancy	Some universities require Mathematics. Mathematics, Business Studies and Economics preferred.
Architecture	Some universities ask for Art or Art/Science mix. Art, Mathematics, Design and Technology and Physics preferred.
Art and Design	Art or Design Technology essential.
Biology	Biology, Chemistry essential. Mathematics, Physics Computing/Computer Science preferred
Business Studies	Mathematics, Business Studies and Economics preferred.
Chemistry	Chemistry and Mathematics essential. Further Mathematics, Physics, Biology, Computing/Computer Science preferred.
Computer Science	Mathematics and Computing/Computer Science essential. Further Mathematics, Computing/Computer Science, Physics, Philosophy, ICT preferred.
Economics	Mathematics essential. Economics, computing/Computer Science preferred.
English	English Literature or combined English Language & Literature essential. History, a foreign language preferred.
French	French essential. Another Modern Foreign Language, English Literature, History, Politics preferred.
Geography	Geography essential. Biology, Chemistry, Mathematics or Physics preferred.
History	History essential. Economics, English Literature, Philosophy, Politics, Sociology, a modern language preferred.
Law	Some universities require English. History, other facilitating subjects preferred.
Mathematics	Mathematics and sometimes Further Mathematics essential. Further Mathematics, Physics, Computing/ Computing Science preferred.
Medicine	Chemistry, Biology and one from Mathematics or Physics essential. Further Mathematics, Computing/ Computer Science preferred.
Physics	Mathematics, Physics essential. Further Mathematics, Chemistry, Computing/ Computer Science preferred.
Psychology	Biology, Chemistry, Mathematics, Physics essential. Psychology, Sociology, Computing/Computer Science preferred.
Sociology	Sociology, Psychology, Geography, Computing/Computer Science preferred.
Spanish	Spanish essential. Another Modern Foreign Language, English Literature, History, Politics preferred.
Sports Science/ Physical Education	Biology, Chemistry, Mathematics, Physics essential. Physical Education, Psychology preferred.

Course Availability

We will try to ensure that you are able to study your top four choices. However, it may not always be possible to offer all students the four subjects they have selected due to timetabling constraints or the number of students wanting to study a particular course. We therefore ask you to indicate a 'reserve' choice on your Option Choice form. We will advise you as soon as possible if your selection is not available.

Once we receive all the option choices we begin planning groups, courses and timetables for September and it becomes difficult to accommodate later requests for changes. We would therefore urge you to think very carefully about your initial choices and make sure that these would be subjects that you feel match your abilities and your interests and you would be happy to study for the 2-year GCSE course.

Key Dates and Deadlines

Event	Date/time	Location
Yr 9 Option Information Event	Saturday, 20th January 10.30am-12pm	Chapel
Yr 9 Parents Consultation Evening – Flexi Boarders	Tuesday, 6th February 5pm-8pm	Chapel
Yr 9 Parents Consultation Evening – Boarders	Friday, 9th February 2.30pm-4.30pm	Chapel
Submission date for Option Choice form	Wednesday, 21st February 4pm	Form tutor or Mrs Ross' office

ENGLISH LANGUAGE (CORE)

AQA (8700) - QAN 601/4292/3

Students will follow the AQA Examining Board Syllabus, which combines English Language and English Literature in an integrated course, but a separate GCSE certificate for each subject is awarded.

This is a linear qualification designed to be studied over two years with all assessments taken at the end of the course. Spoken Language skills, comprising of individual, paired and group work, are central to the learning undertaken during the course and a separate grade for these skills is also shown on the final GCSE certificate. Candidates will be expected to complete two papers, each of 105 minutes duration.

The specification will enable candidates of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th, and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Candidates will examine how writers use narrative and descriptive techniques to engage the interest of readers as well as examining the concept of perspective and how different writers present a similar topic over time. The specification offers a skills-based approach and inspires candidates to write creatively. Knowledge gained from readings will be used to inform and improve candidate's own writing, enhancing effective communication skills, essential in all aspects of life.

The Language course is lively and stimulating and will help to prepare for further study or any future pathways.

Contact

Head of English – Hansel Stevenson – or your Subject teacher will be happy to answer any questions.

Students follow the AQA Examining Board Syllabus, which combines English Language and English Literature in an integrated course, but a separate GCSE certificate for each subject is awarded.

This is a linear qualification designed to be studied over two years with all assessments taken at the end of the course. One unit of examination will test understanding of a Shakespeare play, and a 19th century novella. The other, will assess knowledge of modern prose or drama and poetry. These requirements are consistent across all examination boards and will be assessed over two examination papers, one of 105 minutes and the other of 135 minutes duration.

The specification will enable candidates of all abilities to develop reading comprehension skills, both literally and inferentially, and will complement the English language component by exploring further aspects of plot, characterisation, events and settings and evaluate how language, structure and form contribute to quality and impact. Likewise, candidates will begin to recognise the possibility of and evaluating different responses to a test, using understanding of writers' social, historical and cultural contexts to inform evaluation.

Good communication skills are essential to you in everyday life. Not only will candidates develop knowledge and skills in reading, writing and critical thinking, but, through literature, you will have a chance to develop culturally and acquire knowledge of the best that has been thought and written.

Studying GCSE English Literature should encourage candidates to read widely and for pleasure. Grammar, punctuation, spelling and handwriting will be given attention as these also account for a small proportion of the marks awarded.

Contact

Head of English – Hansel Stevenson – or your Subject teacher will be happy to answer any questions.

MATHEMATICS (CORE)

Edexcel (1MA1) - QAN 601/4700/3

GCSE Mathematics encourages students to develop problem-solving skills and become effective and independent learners. With the focus on applying Maths in context, problem-solving, reasoning and the functional elements of Maths, students learn to function mathematically in the world.

It is designed to make sure students develop sound technique with numbers, fractions, decimals, percentages and basic ratios, so these are applied across all areas of the qualification.

What you will learn

- Mathematical methods and concepts
- Problem-solving strategies
- Mathematical techniques and methods and their application in mathematical, every day and real-world situations
- How to reason mathematically, make deductions and inferences and draw conclusions
- How to interpret and communicate mathematical information in a variety of forms appropriate to the information and context
- Independent thinking and working

Tier	Topic area	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

Assessment

100% examination:

Paper 1: Written paper (Non-Calculator) – 1 hour 30 minutes, 80 marks, 1/3 of the final grade

Paper 2: Written paper (Calculator) – 1 hour 30 minutes, 80 marks, 1/3 of the final grade

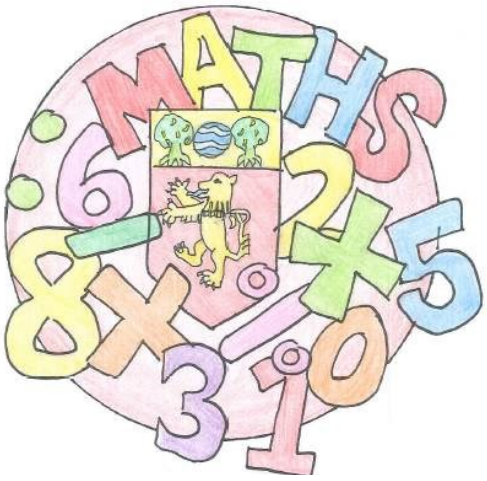
Paper 3: Written paper (Calculator) – 1 hour 30 minutes, 80 marks, 1/3 of the final grade

Foundation Tier (Grades 1–5) available

Higher Tier (Grades 4–9) available

Contact

Head of Maths – Jacob Foreman – or your subject teacher will be happy to answer any questions.



SCIENCE (CORE): Combined Science: Trilogy

AQA	(8464) Trilogy	Route 1	(QAN 601/8758/X)
	(8461) Biology	Route 2	(QAN 601/8752/9)
	(8462) Chemistry	Route 2	(QAN 601/8752/8)
	(8463) Physics	Route 2	(QAN 601/8752/7)

COMBINED SCIENCE: Trilogy – Route 1: This will be the course completed by the majority of students and includes Chemistry, Biology and Physics. There is a large amount of content in the new course and students should find it suitably enjoyable and challenging. This course is similar to the core and additional, or double science course and will give students 2 GCSEs in combined science.

SEPARATE SCIENCE: Biology, Chemistry & Physics – Route 2: This is the accelerated route and will only be available to those students in the top set for science. Although the topics are similar to those in route 1, there is a larger content, hence students gain 3 GCSE grades, one in each of the sciences. This is a rigorous course and has been designed by the exam board to be highly academic. For this reason, if students are not performing at a high enough level, we have the flexibility to move them to the combined science route if we feel this is beneficial to their progress. The separate science route is for students who have shown consistent dedication to the subject and have sufficient ability to succeed with the more challenging exam content.

What you will learn

Biology	Chemistry	Physics
Cell biology (covered in Year 9)	Atomic structure and the periodic table (covered in Year 9)	Energy (covered in Year 9)
Organisation	Bonding, structure and the properties of matter	Forces (covered in Year 9)
Infection and response	Quantitative chemistry	Waves
Photosynthesis and respiration	Chemical changes	Particle model of matter
Automatic control systems in the body.	Energy changes	Electricity
Inheritance, variation and evolution	The rate and extent of chemical change	Atomic structure
Ecology	Organic chemistry	Magnetism and electromagnetism
	Chemical analysis	Space Physics (*Route 2 only)*
	Chemistry of the atmosphere	
	Using resources	

SCIENCE (CORE): Combined Science: Trilogy *continued*

How you will learn

Science is taught in 7 purpose-built laboratories situated in the main building. The laboratories are equipped with state of the art projectors, interactive white boards and sound systems allowing for engaging teaching and learning, including practical work. There are two dedicated technicians who deal with the organisation of all the practical elements of the subjects. We also aim to enhance teaching with a range of trips and visits, some of which will be at an additional cost.

Assessment

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is structured in the same way:

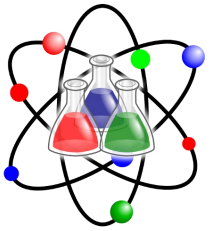
Route 1: Six papers; two in each Science	Route 2: Two papers for each separate Science
Written exam: 1 hr 15 mins	Written exam: 1 hr 45 mins
Foundation and Higher Tier	Foundation and Higher Tier
70 marks	100 marks
16.7% of the two GCSEs	50% of each GCSE

Why do this course?

Route 1	Route 2
To understand the Science you come across everyday	To understand the Science you come across everyday
Because Science is becoming increasingly important day by day	Because Science is all around you
To make decisions which will affect your future and that of others	To make decisions which will affect your future and that of others.
To continue to develop an enquiring approach to the world around you	To continue to develop an enquiring approach to the world around you and for a better preparation for A Level Science study
	To extend your science knowledge
NB This is the compulsory element of the science curriculum and this must be covered by all students as a minimum.	

Contact

Head of Science – John Marks – or your Subject teacher will be happy to answer any questions.



How many lessons a week of PE will I have?

In Year 10 and 11 students have 1 PE lesson a week and 1 double Games lesson.

What will I do in those lessons?

In their PE lesson students will follow a broad and balanced curriculum of activities, occasionally being given a limited choice of activity.

For their Games lessons students will at times be given a choice of activities to participate in and will change activity every term.

What are the objectives of PE in KS4?

The basic aims of the PE department at KS4 are:

- To advance individual students' level of skill and technique.
- To ensure that students enjoy the physical, mental and social benefits from participating in physical activity.
- To encourage and promote participation in physical activity into adulthood.
- To encourage students to engage in healthy and active lifestyles.

What are the facilities like?

Students will benefit from excellent facilities including:

- Extensive playing fields
- Floodlit, all weather netball/tennis courts
- Fully equipped CV and resistance indoor fitness suite
- Sports Hall
- Covered, all weather facility
- Floodlit Astroturf
- Riding School – Including indoor sand school
- Outdoor gym
- Indoor swimming pool
- School lakes – for kayaking
- Dance studio

RELIGIOUS STUDIES (CORE)

Short Course (Edexcel), Specification B: Beliefs in Action

Qualification aims and objectives

Our aim is to enable you to recognise the way in which religion affects individual people and society around us. The aims and objectives of this qualification are to enable students to:

- Develop knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism.
- Develop 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 the ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
- Provide opportunities 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 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 beliefs and values.

Assessment

The Religious Studies B Short Course consists of two externally examined papers, and students must study two content areas based upon one religion for each paper. As this is a short course GCSE, it is seen as half a GCSE.

Paper 1	• Belief in God • Marriage and the Family
Paper 2	• Belief in God • Peace and conflict

Beyond GCSE

A short course GCSE in Religious Studies is a stepping stone to a wide range of future opportunities. The skills developed at this level will support students in future studies and employment. A good grade in this subject also helps students progress to an AS or A Level. Religious Studies short course GCSE is a good basis for many jobs which require an understanding of other people and the ability to relate to people of different backgrounds. It is useful for a whole range of occupations, e.g. Lawyer, Journalist, Architect, Accountant, Health Care Worker, Historian, Police Officer, Social Researcher, Social Worker and Teacher. The nature of the subject is such that it makes you question and think about a whole range of subjects. If you are thinking of going on to study science-based subjects then it is a good extra subject, interesting and thought-provoking as a contrast to Science or Technology.

Contact

If you have any queries, please contact Diana Smith.

ART AND DESIGN

EDUQAS - QAN 601/8087/0

This is an exciting, challenging and popular GCSE option, with a history of success. Students are provided with an opportunity to learn and understand past and contemporary art and design practice and will be taught how to develop skills in a range of artistic disciplines.

Students begin the course in Year 10 and undertake a two year long coursework unit, the theme is 'Decay'. The first term is entirely teacher led, giving students the opportunity to develop numerous new artistic skills and techniques, as well as relating their own art to the work of other established artists and designers. The second term sees students take stronger ownership of their work. Students consider their own artistic strengths from the first term and work with art staff in developing their own project, based on the theme of term one. In realising their own development during the personal project, students are encouraged to become more creative and independent learners. During the course, students have the chance to take part in workshops led by professional artists and craftspeople. Also work placements in the creative industry can be arranged by art staff.

What you will learn

Students are introduced to, and develop, a range of artistic disciplines including drawing and painting, 3D art and ceramics, textile art, glass art, CAD and printmaking. They are also encouraged to explore both contemporary artists, female artists and art from other cultures. This provides a solid foundation for students to develop a well informed and refined personal project.

How you will learn

Through teacher demonstrations, students will learn a range of disciplines. Students will take part in weekly tutorials with their class teacher where they will develop ideas for their projects. To get students used to discussing their work and developing stronger art vocabulary, they will also complete presentations on their work to their peers.

Assessment

GCSE Art and Design consists of **60% Coursework** and a **40% controlled test**. Students complete 1 extended unit of work in Year 10 and a mock examination in Year 11, which counts towards coursework. The controlled test lasts 10 hours – during which time students produce a final piece based upon their preparatory studies and research, which are completed during eight school weeks prior to the examination.

Why do this course?

There are varied career opportunities post GCSE, as many employers seek evidence of artistic and creative interest and ability. Career opportunities include some of the following: graphic design, architecture, interior design, decoration and restoration, teaching, curator, visual arts, ceramics, furniture design, fashion & textiles, industrial design, illustration, photography, film and TV, product design, art historian. Many students have gone on to obtain further qualifications within this field.

This is a really enjoyable course, where you will learn so much about different practices in art. However, it is important you are aware before starting the course, that as the course is 60% coursework, there is a lot of work and you are expected to commit to extra sessions in order that you meet your full potential. The work is fun, but there is lots of it!

Contact

Acting Head of Art – Debbie Walder – or your Subject teacher will be happy to answer any questions.

BUSINESS STUDIES

Edexcel

This is a traditional GCSE course in Business and all units are exam based. Students will study 2 themes. Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

In this theme, students will be introduced to local and national business contexts and will also develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK.

In theme 2 students examine how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. This theme also considers the impact of the wider world on the decisions a business makes as it grows.

In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

Theme 1: Investigating small business

What you need to learn:

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

This theme will be assessed externally in a 90 minute exam at the end of Year 11: 50% of the qualification/ 90 marks.

Theme 2: Building a business

What you need to learn:

- Topic 2.1 Growing the business – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.
- Topic 2.2 Making marketing decisions – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.
- Topic 2.3 Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.
- Topic 2.4 Making financial decisions – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.
- Topic 2.5 Making human resource decisions – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.

This theme will be assessed externally in a 90 minute exam at the end of Year 11: 50% of the qualification/ 90 marks.

Contact

Head of Business Studies – Allen Ernest

Textbook

Edexcel GCSE (9–1) Business, by Ian Marcouse, Pearson

www.edexcel.co.uk

CITIZENSHIP STUDIES

AQA 8100 - QAN tbc

A full course GCSE that is assessed over two external examinations that considers politics, law, human rights and how to be an Active Citizen within society. The course is the new specification for AQA and will use a range of current sources to engage learning and promote an interest in current social and political issues. Students will gain knowledge and skills that are essential to understand how to make a change to current issues.

What you will learn

- Life in Modern Britain – what it means to be British as well as the role of the media in British culture, and the make-up/ dynamics of this culture.
- Human Rights and Responsibilities – the nature of laws, rights and responsibilities within the UK. It also has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides.
- Politics and Participation – the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society.

How you will learn

Citizenship is delivered in an interactive way in order to engage students with the world around them. Each student is given a scrap book in which they record relevant and interesting newspapers article, books and films that they have come across. Common teaching methods and resources include: newspapers and magazines, video clips and films, music, card sorts, photographs, leaflets, discussion activities such as debates, role-play and simulations, and quizzes. All students are also given a folder in order to keep lesson notes and details of interactive activities as well as a wide range of worksheets. The lessons and Schemes of Work reflect current social and political issues, both locally, nationally and globally.

Assessment

The Full Course GCSE requires students to complete two external examinations on four different citizenship themes. The examination consists of multiple-choice, short answer and source based questions, extended answers and case studies.

	Section A	Section B
Paper 1 (50%)	Active Citizenship	Politics and Participation
Paper 2 (50%)	Life in Modern Britain	Rights and Responsibilities

Why do this course?

If you are interested in the world and people around you, this is the subject for you. It helps you to make decisions for yourself on all sorts of issues. We are bombarded with information about things like the environment, fair trade and people's rights across the world, but we struggle to move past biased information and work out what the truth is in the media, which formulates a lot of our knowledge on current issues, both locally and globally. Citizenship helps you to develop the skills you need to decide for yourself. You will investigate issues that really matter and work out what can be done about them and how to become an Active Citizen. Citizenship gives you the opportunity to broaden your knowledge of the world and your community, and you will learn about the legal system as well as how to make your own political choices.

Citizenship is a broad subject covering a wide range of topics but is particularly important for students wishing to pursue the following careers or academic study: politics, law, sociology, social research, charities or the Civil Service.

Contact

Head of Citizenship – Mr Alistair Phillips – or your Subject teacher will be happy to answer any questions.

D&T – COMPUTING

QAN 500/8291/7

What you will learn

Computer Science is a discipline that spans theory and practice. The practical side of Computing can be seen everywhere. Nowadays, practically everyone is a computer user, and many people are even computer programmers. Computer Science can be seen as a science of problem solving. A Computer Scientist must be able to design solutions and verify that they are correct. Problem solving requires precision, creativity, and careful reasoning. Computer Science students learn logical reasoning, algorithmic thinking, design and structured problem solving; all concepts and skills that are valuable well beyond the Computing classroom. This is a discipline that requires commitment and the willingness to work hard, not only during lesson time but also in the student's own time.

What kind of person, then, would be a good match for Computer Science?

The subject requires a high level of mathematical aptitude and the ability to organise and think both creatively and logically. Someone who enjoys solving problems and who can think analytically, can do well at Computer Science. You will be in set 1 or 2 Maths and achieving a minimum of grade C.

What you will learn and methods of assessment

Computer systems: The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory. Assessed by an 1 hour and 30 minutes exam (40% of total grade).

Computational thinking, algorithms and programming: This component is focused on the core theory of computer science and the application of computer science principles. Assessed by an 1 hour and 30 minutes exam (40% of total grade).

Programming project: This component is the non-exam assessment where students will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned. Practical project totalling 20 hours (20% of total grade).

Why study Computer Science?

The most important aspect of computer science is problem solving, an essential skill for life. Students study the design, development and analysis of software and hardware used to solve problems in a variety of business, scientific and social contexts. Because computers solve problems to serve people, there is a significant human side to computer science as well. Future careers include not only programmers but also engineering and the creative sector such as e-textiles. During the course there is a large mathematical content and hence the entry requirement. If you decide to undertake Computer Science you will be given a small project to complete over the summer.

Other information

The Design and Technology department will provide all materials for delivering an effective curriculum. In Computer Science you will be using an online learning platform that can be accessed anywhere which is great for the accelerated learning.

Contact

Head of Technology – Kate O'Flynn – or your subject teacher will be happy to answer any questions. Any subject specific questions can be directed to Ms Wojtowicz .

D&T– DESIGN AND TECHNOLOGY

AQA (Draft 8552) - QAN tbc

What you will learn

Effective design skills developed through sketching, technical drawing and Computer Aided Design tasks. 3D modelling using the 3D printer and Laser Cutter (as well as other modelling techniques), environmental design awareness, thorough working knowledge of materials and standard workshop equipment, product evaluation and analysis skills, client profiling, industrial manufacturing processes, environmental / social / moral factors in design, costing and manufacture planning. The main focus of learning will be centred on developing CAD / CAM skills which will be used to help manufacture your final product in your controlled assessment.

How you will learn

Students will undertake a 10/12 week introductory project at the start of Year 10 to familiarise themselves with the design process and expected coursework layout. You will use a combination of CAD, hand drawn and modelling techniques to develop design skills. There will also be plenty of opportunities to use the workshops in order to develop more manufacturing based activities. We use AQA text books to help deliver the curriculum, but most learning is carried out during the undertaking of controlled assessment coursework which is worth 50% of the GCSE. We offer one activity per week for GCSE students after school and while not mandatory it is strongly encouraged. Students have a choice of projects for coursework undertaken.

Assessment (Controlled assessment 50%/Final Exam 50%)

You will have a 50% Non-exam assessment (NEA) which is the equivalent of 30-35 hours approx. This is traditionally known as the Coursework section. It is worth 100 marks and 50% of your overall GCSE. The Coursework section is broken down into 4 key areas: Investigating, Designing, Making, Analysing and Evaluating. You will receive a context/brief in June of Year 10 and will be expected to complete work over the Year 10/11 summer to support this work in preparation for Year 11. Students will produce a working prototype and a portfolio of evidence (max 20 pages).

Why do this course?

This course is ideal for anyone interested in ANY area of design. It combines ALL material areas and therefore should appeal to most students. In Year 11 you will have to specialise in a material from one of the following categories for your exam: Wood, Metal, Plastics. Product Design is about problem solving through being creative. Highly valued academic professions such as Architecture and Engineering are all linked to design and technology. Careers such as fashion design, product design, furniture design, lighting design, environmental design, and jewellery design are also related. The use of IT is expanding further into our everyday lives. Design and Technology at RAAS is embracing technology and the use of IT. We have many industry grade pieces of machinery such as a 'top of the line' 3D printer, A1 laser cutter and CAD packages which will give students an advantage when competing for college / university places. We are looking for creative individuals who wish to come and make the most of our facilities during lessons and in activities.

Other information

The Design and Technology department will provide all materials for delivering an effective curriculum. Materials provision will be made for coursework 'final project manufactured products'. However, if a pupil requires significantly large or specialist materials to be brought in, then students must fund this additional expense.

Contact

Head of Technology – Kate O'Flynn – or your Design Technology teacher will be happy to answer any questions.

D&T – FOOD PREPARATION AND NUTRITION

EDUQAS - QAN 601/8093/6

This exciting new course from Eduqas (WJEC) (Exam paper – Eduqas 560P1) offers a GCSE in Food Preparation and Nutrition. It will equip learners with the knowledge, understanding and skills required to cook and also to apply the principles of food science, nutrition and healthy eating.

What you will learn – Areas of Content

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

How you will learn

Students are taught in a food technology kitchen / classroom. Practical cookery will include main meal dishes, vegetable dishes, pastries, cakes, and sauces, dishes for special diets, starters, and desserts. It is expected that students will cook on a regular basis in order to develop their practical skills and to produce a wide range of high quality dishes. The Department has a specialised Food Technician who will assist with the organisation of the practical elements of the subject.

Assessment

Component 1: Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes - 50% of qualification

This component will consist of two sections both containing **compulsory questions** and will assess the six areas of content as listed in the specified GCSE content.

Section A: questions based on stimulus material.

Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

Component 2: Food Preparation and Nutrition in Action

Non-examination assessment: internally assessed/externally moderated –50% of qualification

Assessment 1: The Food Investigation Assessment (8 hours)

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. A report of 1500 words will be produced.

Assessment 2: The Food Preparation Assessment (12 hours)

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. A report will be produced of 15 sides. These assessments will be based on a choice of tasks released by WJEC annually.

Why do this course

Following this qualification will encourage learners to cook and enable them to make informed decisions about food and nutrition in order to be able to feed themselves and others affordably and nutritiously, now and later in life. It will allow the students to understand the huge challenges that we face globally to supply the world with nutritious and safe food.

Other information

Progression after school can be into Child Care and Health, Environmental Health, Environmental Science, Dietician and Nutrition, Healthcare, Food Science and Technology, Food Industry, or Sports and Physiotherapy. Various degree courses in food related subjects are available.

Contact

Head of Technology – Kate O'Flynn – or your Food Technology teacher will be happy to answer any questions. Any subject specific questions can be emailed to Ms West at yvonnewest@gatton-park.org.uk.

DRAMA

EDUQAS - QAN tbc

During this course, students will develop a secure understanding of the history of the theatre and a practical understanding of the philosophies and practices of a number of different drama practitioners. They will be given the opportunity to learn a range of performance and performance support skills, enabling them to develop a range of wider transferable skills including leadership; collaboration and mutual responsibility, including delivering project work to a deadline; independent study skills; critical thinking; communication skills; and reflectiveness.

What you will learn

Although this is a largely practical course, candidates should be advised that it is by no means a 'soft subject': 70% of the final mark is generated through written content, including a 90 minute written exam. The course breaks down into three units:

Devising Theatre – students create, develop, rehearse and perform a piece of original theatre within a specific genre or in the style of a chosen practitioner.

Performing from a Text – students study, rehearse and perform scenes from a published play text.

Interpreting Theatre – students demonstrate their understanding of the subject through written examination on a set text from the point of view of director, performer and designer, and write an analysis of a live theatre production they have seen.

How you will learn

During curricular time, students will carry out an induction unit which introduces them to the history of theatre and a range of current and past practitioners through a combination of research tasks, classroom sessions and practical workshops. Following this, they will embark on a full mock examination including a devising unit, performances from a text and a series of written practice papers. These performances will be to small audiences in order to develop the confidence of the students and prepare them for when they perform to an examiner in Year 11. Once this has been completed (towards the end of Year 10), the examination content will commence as detailed above.

Assessment

Comp. 1 – Devising Theatre: Performance (10%), Portfolio of supporting evidence (20%) & Evaluation (10%)

Comp. 2 – Performing from a text: Performance (20%)

Comp. 3 – Interpreting Theatre: Written exam (40%)

Why do this course?

This is an exciting and fulfilling course which is both vocational and academic, offering a sound introduction for those wishing to pursue a career in the arts but also offering a unique opportunity to develop key skills for those wishing to enter any industry where strong communication skills, project development and teamwork are required.

Other information

On top of curricular time, there is a requirement to attend rehearsal/workshop time at least once a week in lieu of regular prep, which will enable students to develop their performance skills and gain practical experience of a broader range of rehearsal techniques. Students will also be required to attend the theatre at least twice in each year of the course. This extra-curricular commitment enables candidates to become informed, experienced and confident practitioners by the time they reach their final assessments.

Contact

Head of Drama—Carina Newman

A dynamic, contemporary and exciting opportunity to engage in the world around you. This course is designed to inspire a lifelong love of geography, drawing on relevant issues that are integral to the world we live in. Fieldwork is given a prominent position in both the teaching and assessment of geography. You will be encouraged to challenge preconceived ideas through the development of your geographical understanding.

What you will learn

Living in the UK Today:

- Landscapes of the UK – rivers and coastal landscapes
- People of the UK – diversity, uneven development; ways of life in the UK city
- UK environmental challenges – climate and flood events; energy in the UK

The World Around Us:

- Ecosystems of the planet – focus on rainforests and coral reefs
- People of the planet – uneven development; ways of life in LIDC or EDC city
- Environmental threats to our planet – climate change, extreme weather (drought)

Geographical Skills:

- Geographical skills
- Fieldwork

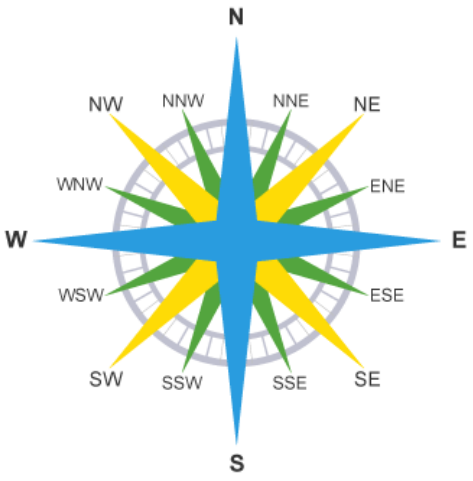
How you will learn

Fieldwork is an integral part of the course and you will be expected to go on all day trips and are strongly encouraged to participate in the residential fieldtrip. This will be used to teach a range of skills – ICT, graphical, numerical, literacy and cartographic to develop skills of logic, analysis and summation. Traditional teaching of content will also occur, including note making, question and answer, group work, presentations, research, role-play, decision making etc. Geography is a vast ranging subject in terms of content and skills and our aim is to encourage you to be open minded to content, technique and learning styles.

Assessment

There are three papers and all questions are compulsory:

Paper 1:	Living in the UK today	1 hour 15 minutes examination (30%)
Paper 2:	The World Around Us	1 hour 15 minutes examination (30%)
Paper 3:	Geographical Skills	1 hour 30 minutes examination (40%)



Why do this course?

You should choose geography because you enjoy the subject, you have an interest in the world in which you live, you like problem solving and you like lots of variety in your studies. At KS3 you learnt things, at GCSE you need to understand and explain. You won't always get it right; many of the issues we study, even those at the top of their profession don't know the answers. You need to enjoy discussion and debate to perform at your best.

The study of geography can help you to:

- Develop a knowledge of current events from the local area to the global.
- Investigate the earth and its people.
- Study different features of the earth such as mountains, rivers and how they were formed.
- Develop a range of useful skills such as map reading, data collection, ICT and problem solving.
- Gain an understanding and appreciation of the cultures and backgrounds of people from all over the world.

Other information

There will be a residential fieldtrip in November of Year 10 to Swanage and several day trips to enable us to cover the fieldwork requirements of this course. Financial support is available to those in receipt of certain benefits.

Contact

Head of Geography – Anne Vaughan – or your Subject teacher will be happy to answer any questions.

What you will learn

GCSE History examines both thematic History, from the Middle Ages to the present day, and three depth studies from various historical periods and contexts:

Paper 1	Thematic study and historic environment 1 hour 15 minutes examination (30%)	Medicine in Britain c.1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.
Paper 2	Period study and British depth study 1 hour 45 minutes examination (40%)	Period study: Superpower relations and the Cold War, 1941 – 1991. British depth study: Early Elizabethan England, 1558–88.
Paper 3	Modern depth study 1 hour 20 minutes examination (30%)	The USA, 1954 – 1975: conflict at home and abroad.

How you will learn

You will study a series of enquiries and be encouraged to form and answer your own questions about the past. There will be an emphasis on reaching your own conclusions and supporting these with evidence using sources from the time. You will need to develop a detailed understanding of the past, but History is more than just learning information. History is more about arguing a case than having "the right answer". Therefore, there will be opportunities for debate and role-play in order to explore differing perspectives of people in the past. The department is well stocked with high-quality documentaries and historical films to help bring the past to life. Writing is important in History and you will be developing your skills of analytical writing, an important skill for a wide -range of careers.

Why do this course?

What are the main points which will run through your mind when you consider History as an option – Will you be thinking about one or all of the following?

- I like History and it is one of my strengths.
- It informs me about what has happened in the past and therefore gives me a better understanding of what is happening in the world today.
- I have found it an interesting subject and would like to study the subject in greater depth.
- I intend to carry on studying History beyond GCSE and study it at A Level.
- This subject will allow me to follow other courses after I finish Year 11.
- This subject will develop and enhance skillsets I know I will require for possible future careers.

History is a multi-disciplinary subject. Skills that you will learn throughout GCSE History can be transferred and used in a wide range of A Levels and careers. A GCSE in History is highly regarded by top universities as it demonstrates the ability to think critically, communicate complex ideas clearly and create convincing arguments. If you are interested in Journalism, Archaeology, Politics, Economics, Law, Research, Civil Service, Television, Armed Forces, Philosophy, Lecturing, or Teaching – then History is important.

Contact

Head of History – Mrs Pilgrim Reed – or your subject teacher will be happy to answer any questions.

MODERN FOREIGN LANGUAGES

AQA 8658 French (QAN 60181576)
8698 Spanish (QAN 60181606)

What you will learn

You will learn 3 topics in total. The themes are :

1. Identity and Culture

(me, my family and friends/technology in everyday life/free time activities)

2. Local, National, International and Global Areas of Interest

(home town and neighbourhood/social issues/global issues/travel and tourism)

3. Current and Future Studies and Employment

(studies/life at school/education post-16)

How you will learn

Students will have 3 lessons a week, with the possibility of a trip abroad to enhance their learning and understanding of the language, as well as learning about the culture of the country. Within each lesson students will always have the opportunity to improve their written and spoken skills, through short questions/answers and written sentences.

Grammar will be delivered in each lesson as and when it arises within the topic.

Translation, in both the target language and English, will be done weekly, as this is a new component of the GCSE.

Students will all have access to both text books and dictionaries, and will be set prep twice a week, which will include vocabulary learning. Students will also have access to Memrize, a website where they can learn, revise and enlarge their knowledge of vocabulary and grammar.

Assessment

You will have 4 equally weighted final assessments, 25% for each skill. There will be no controlled assessments. Included within this, there will also be 2 translation sections (Target Language to English and English to the Target Language). All assessments will be graded on the new 9-1 grading system. No dictionaries will be allowed.

Why do this course?

Languages are an integral part of modern life, allowing students to access a wide range of courses at university and giving them the opportunity to travel and work abroad. It broadens their knowledge of different cultures and ways of life, outside of their own comfort zone. Within this course all 4 skills will be used as well as the key element of translation. Also learning the skills of a language will show them how to be a confident and independent young learner.

Contact

Head of MFL – Mrs Annie Danaee – or your subject teacher will be happy to answer any questions.

Other information

It is advisable that each student purchases revision material which will be suggested by staff once the course has started. As well as this, a dictionary and the work book (in conjunction with the text book used in class) would be useful to the student as their exam will be at the end of two years, therefore the students will have their own personal revision and notes. In Year 10 staff arrange trips abroad and will inform parents from September.

MUSIC

OCR (J536) - QAN 601/8216/7

Music OCR GCSE contains a balanced programme of areas of study, which will extend learning from the KS3 curriculum. The OCR syllabus has no set works. Instead students study Music across the following topics: The Concerto, Rhythms of the World; Film Music and Conventions of Pop. Together with Performing and Composing controlled assessment, this course is a must for any enthusiastic player, composer or listener, and a general interest in music is required.

Performance

Students will need to perform a solo and ensemble piece on their instrument/voice. We require students to have weekly instrument/voice lessons to help prepare for this element of the course. We recommend ideally, that you are at least grade 2 standard in voice or instrument, or prepared to work harder to raise your level of proficiency.

Composition

Students will learn how to compose throughout the course. They will need to submit one composition of their choice and one set by the board. The Free composition will come out of the listening topics studied. The briefs set are imaginative and linked also to the chosen topics, for example, Latin Salso work, or rhythms of Africa.

What you will learn

Students will learn about a wide range of Music, through practical, listening and theoretical routes. They will play and perform with others in their group and learn to compose on instruments and using Music software. It is a richly rewarding course.

How you will learn

Learning will be through listening and performing activities. This can be individual, group work or whole class playing. There are many co-curricular clubs which will support Music learning. We expect all GCSE musicians to participate in at least one Music co-curricular activity, and to support the weekly Music and Munch lunchtime showcase.

Assessment

Assessment will be regular listening and research work; performance both solo and ensemble, and composition work. We also utilise the Focus on Sounds app, which guides students through many aspects of the course in a self-directed way.

Why do this course?

This course will widen your knowledge of Music within a historical context. You will develop your confidence in performing and your teamwork skills, and Music aids wider mental cognition and personal thought and empathy.

Contact

Director of Music - Dr Nicholas Grigsby - or your subject teacher will be happy to answer any questions. You are encouraged to speak to the Department if you are interested in Music GCSE.

Other information

There may be financial help offered towards instrumental lessons at school. We recommend that students be at least grade 2 level on an instrument or voice.

PHYSICAL EDUCATION

Edexcel (1PE0) - QAN 601/8161/8

What you will learn

Students will receive a well-rounded and full introduction to the world of PE, sport and sport science by developing an understanding of how the mind and body works in relation to performance in physical activity.

The course has two elements: Theory and Practical. The theory aspect of the course covers topics such as sports psychology, health, fitness and well-being, socio-cultural influences, physical training, as well as topics which support information learnt in Science, such as movement analysis and the anatomy and physiology of the body. Students will also develop skills such as the use of data and data analysis, thus supporting Maths. The second element includes developing performances in a range of individual or team sports.

How you will learn

The theory content will be taught through classroom lessons as well as in a practical context. It will involve developing the subject content and then learning how to apply the knowledge. Students will develop planning skills and learn how to produce well-structured answers with factual evidence to justify their content. In the practical aspect of the course, they will look to develop existing performances or be introduced to new activity areas in order to be assessed in their strongest three areas in Year 11.

Assessment

Students will be assessed in 3 sports/activities. At least one of these should be an individual performance and at least one should be a team sport. This will make up 30% of the final grade. Students will also plan a Personal Exercise Plan (PEP) for a sport of their choice, looking to develop particular aspects of that sport/activity. They will execute it and then evaluate it. This will make up 10% of their final grade.

Students will complete 2 papers at the end of Year 11. Each paper will last 1hr and 45mins. The combined total of these papers will make up 70% of the final grade.

Why do this course?

Not only will this course give the student an awareness of how they can maintain a healthy lifestyle, design training programmes and develop their sporting ability, it will enable them to strengthen their scientific studies through an understanding of the science behind how their bodies work and how they can be affected in sport. This will undoubtedly support their Science qualifications and give them a more in depth understanding of human biology.

Other information

Sports which students are moderated in are not limited to sports included in the school curriculum. Students can be assessed in external practical areas including climbing, horse riding and alpine sports through video moderation. We also look to run a department GCSE trip each year to enhance students' practical grades.

Contact

Head of PE – Charlene Kaye – or your Subject teacher will be happy to answer any questions.