

ROYAL
ALEXANDRA
& ALBERT
SCHOOL



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SCHOOL



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YOUR OPTIONS

GCSE SUBJECTS 2020/2022

CONTENTS

GCSE OPTIONS FOR KEY STAGE 4 2020-2022	
Introduction	5
Key Stage 4 Curriculum	6
Option Choices	7
Looking Ahead	8
Key Dates and Deadlines	9
Core Subject - English Language	10
Core Subject - English Literature	11
Core Subject - Mathematics	12
Core Subject - Science	13
Art and Design	15
Business Studies	16
Tech Award in Enterprise	17
Computer Science	19
D&T - Design and Technology	20
D&T - Food Preparation and Nutrition	21
Drama	22
MFL - French	23
Geography	24
History	25
Music	26
Physical Education	27
Psychology	28
Religious Studies	29
MFL - Spanish	30
Online Instructions for Option process	31

OPTIONS FOR KEY STAGE 4

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. 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 Mrs Legg, our Careers' Advisor. 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. All GCSE courses now have 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There will also be a change in the grading system for the GCSEs you will take, with the familiar A*-G having been replaced by numerical levels from 1-9. Under this grading system a grade 5 has been defined as a 'strong pass' by the Department for Education.

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

The Department for Education's 'conversion' chart, which provides a comparison of the old and new grading structures, is shown on this page.

OPTIONS FOR KEY STAGE 4

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 4 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 you 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 (Core)	No exam
Citizenship & Personal, Social & Health Education (Core)	No exam
Careers	No exam
Physical Education (Core)	No exam

** The Science GCSE course started in September 2018 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 and all students are encouraged to take at least one language.

OPTIONS FOR KEY STAGE 4

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
- Computing
- Design and Technology
- Drama
- Food Technology
- French (You can only pick French if you have studied French in Yr9)
- Geography
- History
- Music
- Physical Education
- Psychology
- Religious Studies
- Spanish (You can only pick Spanish if you have studied Spanish in Yr9)

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:

Enjoyment

The option subjects you choose will be studied for two years and it is important that you enjoy them. Without a genuine interest in the subject it is unlikely that you will push yourself to succeed when the course challenges you, which it undoubtedly will at various points through the Key Stage.

Abilities and Skills

We all have some things that we are good at and some things we are not. Despite the fact that excellent effort will help in such circumstances, some subjects are less suitable for certain students than others. For example, a student may find that they are particularly good at one subject but find another subject quite difficult. This is perfectly normal and you need to consider where your strengths lie. The fact that you like a subject does not necessarily mean that it plays to your strengths!

The Future

The subjects you choose to study are more likely to play a part in your future compared to those that you don't. However, don't worry too much about this as almost half of students who successfully graduate from University don't go into a job that is directly related to the subject that they studied at University. However, you should take time to read the next page which details the current RAAS Sixth Form entrance criteria and will help you understand your next steps after Year 11.

OPTIONS FOR KEY STAGE 4

CURRENT RAAS SIXTH FORM ENTRY REQUIREMENTS

Subject	Entry Criteria
Sixth Form Entry Criteria	5 GCSEs at Grade 4-9 including Maths and English
Art and Design	Grade 5 in GCSE Art and Design. (if studied)
Biology	Grade 7 in GCSE Biology or 7/7 in Double Award Science and 6 in Mathematics GCSE.
Business Studies	A Merit or grade 5 in Business Studies (if studied) and a 5 in both English and Mathematics at GCSE. No requirement to have studied Business previously.
Business BTEC	Sixth Form entry criteria.
Chemistry	Grade 7 in GCSE Chemistry or 7/7 in Double Award Science and 6 in Mathematics GCSE.
Computing	Grade 5 in Computing or ICT at GCSE (if studied) and a grade 6 in Mathematics GCSE. No requirements to have studied Computing previously.
Drama and Theatre Studies	Grade 5 in Drama GCSE (if studied).
Economics	Grade 6 in Mathematics and English at GCSE. No requirement to have studied Economics previously.
English Literature	Grade 6 in English Literature at GCSE.
Film Studies	Sixth Form entry criteria. No requirements to have studied Film Studies previously.
French	Grade 6 in French GCSE.
Geography	Grade 6 in Geography GCSE.
Health & Social Care BTEC	Sixth Form entry criteria.
History	Grade 6 in History GCSE.
IT	Sixth Form entry criteria.
Mathematics	Grade 7 in Mathematics GCSE.
Further Mathematics	Grade 8 in Mathematics GCSE.
Music	Grade 5 in Music GCSE with vocal or instrumental tuition taken throughout the course with an approved visiting music teacher.
Physics	Grade 7 in GCSE Physics or 7/7 in Double Award Science and 7 in Mathematics GCSE.
Politics	Sixth Form entry criteria.
Product Design	Grade 5 in GCSE Product Design or Art.
Psychology	Sixth Form entry criteria including grade 4 in science.
Sociology	Sixth Form entry criteria.
Spanish	Grade 6 in GCSE Spanish.
Sport BTEC	Grade 4 in GCSE PE (if studied) plus a 4-4 in Science.

OPTIONS FOR KEY STAGE 4

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 18th January 2020 10.30 am - 12 Noon	Chapel & Gatton Hall
Yr 9 Parent Consultation Evening – flexi boarders	Tuesday 11th February 2020	Chapel
Yr 9 Parent Consultation Evening – boarders	Friday 14th February 2020 2.30 - 4.30 pm	Chapel
Submission date for Option Choices online	Wednesday 26th February 2020	Online



ENGLISH LANGUAGE (CORE)

AQA 8700

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

From September 2015, assessment in English Language has been based solely on final examinations. Speaking and Listening Skills in English, which are developed through a range of activities and contexts, are central to the learning undertaken during the course. A separate grade for these skills is also shown on the final GCSE certificate and follows a formal individual presentation by each student to a small group of peers. Candidates will be expected to complete two written language papers, each of a duration of 105 minutes.

A range of extracts from novels, short stories, and non-fiction texts from the 19th to the 21st century will be studied to develop understanding of text. An extensive range of writing contexts will be studied and taught, paying attention to engaging the reader while adhering to format, purpose and intended audience. Study guides, workbooks and revision materials will be made available to all students during the course.

Good communication skills are essential in all aspects of life. We want to help you make your reading, writing, speaking and listening skills better. Grammar, punctuation, spelling and handwriting will be given close attention.

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

CONTACT

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



ENGLISH LITERATURE (CORE)

AQA 8702

Students follow the AQA Examining Board syllabus, which mixes English Language and English Literature in an integrated course, but examines them as separate GCSE subjects. A separate certificate, therefore, will be received in each subject.

From September 2015, assessment has been based solely on final examinations. One unit of final examinations will test understanding of a novel or novella written in the 19th century, another modern novel or play, a range of poetry and a Shakespeare play. These requirements are consistent across all the examination boards. These will be assessed over two examination papers, one of 105 minutes and the other 135 minutes in duration.

You will also study a range of novels, plays, poems and films to help your understanding. Trips will be organised to see plays and novels in performance to bring your study to life and some workshops may also be conducted at school. A set of carefully chosen study guides will also be made available.

Good communication and analytical skills are essential to you in your life. We want to help you to improve your reading skills: employing inference and deduction, while making sense of texts within contexts and by adopting different subject positions. Grammar, punctuation, spelling and handwriting will be given attention as these also account for a proportion of the marks awarded in English Literature.

- A Christmas Carol
- The Strange Case of Dr Jekyll and Mr. Hyde
- Great Expectations
- Jane Eyre
- Frankenstein
- Pride and Prejudice
- The Sign of Four
- An Inspector Calls
- A View From The Bridge
- Blood Brothers
- The History Boys
- DNA
- Never Let Me Go
- A Christmas Carol
- Heroes
- Pride and Prejudice
- The Tempest
- Romeo and Juliet
- Macbeth
- The Merchant of Venice
- Much Ado About Nothing
- Julius Caesar



CONTACT

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

MATHEMATICS (CORE)

EDEXCEL 1MA1

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.



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

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

CONTACT

Head of Mathematics— Ms Rachael Whitton—or your subject teacher will be happy to answer any questions

SCIENCE (CORE)

AQA TRILOGY (8464) / SEPARATE (8461, 8462 & 8463)

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 (covered in Year 9)	Space Physics (Route 2 only)
	Chemistry of the atmosphere	
	Using resources	



SCIENCE (CORE)

(CONT)

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	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— Mrs Wendy Peck—or your Subject teacher will be happy to answer any questions.

ART & DESIGN

EDUQAS C650QS

ASSESSMENT OBJECTIVES

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intention and demonstrates understanding of visual language.



HOW WILL I BE ASSESSED

Exam Papers	% of GCSE	Details
Coursework Project	60%	Coursework project runs from the start of Year 10 until the start of the Spring term Year 11. Pupils will be introduced to a range of artistic skills in the first term in preparation for their personal project in term 2 of Year 10. Sketchbook and preliminary work is vital as this is where 80% of the coursework marks are.
Exam Project	40%	The coursework project is set by the exam board. Pupils are to choose a theme from the question booklet which they develop into a sketchbook of work. In the exam time at the end of the course they produce a final piece as a response to their preliminary studies. As with coursework, 80% of marks for the exam component is found in the sketchbook, 20% is in the final piece.

WHY DO THIS COURSE

We pride ourselves on the strength of the GCSE Art course. The exam board regularly comment on the course structure and broad range of artistic disciplines taught. The first term is very teacher-led, with workshops including a range of skills including photography, painting, ceramics, textiles, printmaking. After the first term, pupils choose an area to develop further into their own personal project. This is aimed to encourage independent creative thinkers, as well as giving pupils ownership of their work and progression.

Pupils are given opportunities to take part in workshops run by professional artists and craftspeople and are introduced to a wide range of disciplines through workshops and gallery visits.

OTHER INFORMATION

Students will be expected to have their own basic equipment which can be purchased at the shop at the back of Art 1. Packs will be sold for £20

CONTACT

Head of Art - Mrs Sarah Abay

BUSINESS STUDIES

EDEXCEL 1BSO

ASSESSMENT OBJECTIVES

- AO1: 35% - Demonstrate knowledge and understanding of business concepts and issues.
- AO2: 35% - Apply knowledge and understanding of business concepts and issues to a variety of contexts.
- AO3: 30% - Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.
- AO1a: 15% - Recall
- AO1b: 20% - Understanding
- AO2: 35% - Calculation. Contextualisation.
- AO3a: 20% - Analysis
- AO3b: 0% - Evaluation (judgements and conclusions).

HOW WILL I BE ASSESSED

The assessment consists of two papers 1 hour and 30 minutes each.

Each paper is out of 90 marks and is divided into three sections and students must answer all questions:

- Section A: 35 marks
- Section B: 30 marks
- Section C: 25 marks

Each paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. The paper will include questions that target mathematics at a minimum of Key Stage 3 level. Questions in Sections B and C will be based on business contexts given in the paper.

WHY DO THIS COURSE

This course will introduce students to local and national business contexts and will also develop students' understanding of how these contexts impact business behaviour and decisions.

Students will have an opportunity to examine how a business develops beyond the start-up phase. The course 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. It also considers the impact of the wider world on the decisions a business makes as it grows.

Students will develop writing skills needed for the level 3 course including A Level Business and Economics. This may also be useful for students who are considering working in, for example, management, sales or human resources in any commercial organisation or may want to run their own business.

OTHER INFORMATION

Resources for the Business Studies course include:
Edexcel GCSE (9-1) Business, by Ian Marcouse (Author) Pearson
New GCSE Business Edexcel Complete Revision and Practice - Grade 9-1
www.edexcel.co.uk

CONTACT

Head of Business and Economics - Mr Allen Ernest

TECH AWARD IN ENTERPRISE

BTEC LEVEL 1/2 EDEXCEL BHJB7

ASSESSMENT OBJECTIVES

Component 1

Learning aim A: Examine the characteristics of enterprises.

Learning aim B: Explore how market research helps enterprises to meet customer needs and understand competitor behaviour.

Learning aim C: Investigate the factors that contribute to the success of an enterprise.

Component 2

Learning aim A: Explore ideas and plan for a micro-enterprise activity.

Learning aim B: Pitch a micro-enterprise activity.

Learning aim C: Review own pitch for a micro-enterprise activity.

Component 3 – External assessment

AO1: Demonstrate knowledge and understanding of elements of promotion and financial records.

AO2: Interpret and use promotional and financial information in relation to a given enterprise.

AO3: Make connections between different factors influencing a given enterprise.

AO4: Be able to advise and provide recommendations to a given enterprise on ways to improve.



HOW WILL I BE ASSESSED

Component No:	Component Title	GLH	Level	How it is assessed
1	Exploring Enterprises	36	1/2	Internal
2	Planning for and Running an Enterprise	36	1/2	Internal
3	Promotion & Finance for Enterprise	48	1/2	External & Synoptic

INTERNAL ASSESSMENT

Components 1 and 2 are assessed through internal assessment.

The components focus on:

- The development of knowledge and understanding, including the range of enterprises and the key features and factors that contribute to an enterprise's level of success.
- The development and application of skills such as analysing research, information, planning and financial forecasting, communicating and problem solving.
- Reflective practice through pitching an idea for an enterprise activity that allows students to reflect on their own communication skills and the viability of their enterprise activity following feedback.
- Internal assessment is through assignments that are subject to external standards verification.

TECH AWARD IN ENTERPRISE (CONT)

EXTERNAL SYNOPTIC ASSESSMENT

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and applied to realistic contexts.

Component 3: Promotion and Finance for Enterprise requires students to analyse and interpret information in relation to an enterprise and to make recommendations on strategies to use to improve the performance of the enterprise.

The external assessment is based on a context that requires students to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The external assessment comprises 40% of the total guided learning hours of the qualification and is weighted accordingly in the calculation of the overall qualification grade. This component should be delivered and assessed at the end of the course of study.

WHY DO THIS COURSE

This new BTEC Level qualification is for students who wish to acquire skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, setting up, running and reviewing a business as part of their Key Stage 4 learning.

The BTEC Tech Award in Enterprise will enable students to develop their technical skills such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills based approach to learning and assessment. Students will acquire knowledge, understanding and skills to support their practical activities in assessment, and this will complement their GCSEs.

Students will develop enterprise skills which provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all businesses. The main focus is on the skills required to research, setup, run, review and monitor a business.

OTHER INFORMATION

Students who achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A-Levels as preparation for entry into higher education in a range of subjects.
- Study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares students to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Business sector.

Textbook: BTEC Tech Award Enterprise Student Book 2nd edition (by Ms Helen Coupland-Smith).
Revise BTEC Tech Award Enterprise Revision Guide by Steve Jakubowski (Author).

CONTACT

Head of Business and Economics—Mr Allen Ernest

COMPUTER SCIENCE

OCR J276

ASSESSMENT OBJECTIVES

- AO1: Demonstrate knowledge and understanding of the key concepts and principles of Computer Science.
- AO2: Apply knowledge and understanding of key concepts and principles of Computer Science.
- AO3: Analyse problems in computational terms:
- to make reasoned judgements
 - to design, programme, evaluate and refine solutions.

HOW WILL I BE ASSESSED

Exam Papers	% of GCSE	Details
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 minute exam.	50%	Systems Architecture: <ul style="list-style-type: none"> • Memory • Storage • Wired and wireless networks • Network topologies, protocols & layers • System security • System software • Ethical, legal and cultural
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 minute exam.	50%	<ul style="list-style-type: none"> • Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation
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.		20 hours

WHY DO THIS COURSE

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 job roles within the creative sector such as Special Effects Animator in the film industry. The course contains a large amount of mathematical content. If you decide to undertake Computer Science you will be given a small project to complete over summer.



OTHER INFORMATION

The qualification will build on the knowledge, understanding and skills established through the technology elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about real world application.

CONTACT

Head of Computer Science— Mr Trevor Preston

D&T- DESIGN & TECHNOLOGY

AQA 8552

ASSESSMENT OBJECTIVES

- AO1: Identifying and investigating design possibilities
- AO2: Producing a design brief and specification
- AO3: Generating design ideas
- AO4: Developing design ideas
- AO5: Realising design ideas
- AO6: Analysing & evaluating



HOW WILL I BE ASSESSED

Paper 1: 2 hour written exam (100 marks)—worth 50% of GCSE

Section A—Core technical principles (20 marks) - A mixture of multiple-choice and short-answer questions assessing a breadth of technical knowledge and understanding.

Section B— Specialist technical principles (30 marks) - Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C—Designing and making principles (50 marks) - A mixture of short-answer and extended response questions.

Non-Exam Assessment: Folder of Evidence—worth 50% of GCSE

Your NEA is the equivalent of 30–35 hours approx. The NEA is broken down into 5 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 your Year 11. Students will produce a working prototype and a portfolio of evidence.

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. 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, A0 Laser cutter and CAD packages which will give students an advantage when competing for college or 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— Mrs Polly Neath

D&T - FOOD PREPARATION & NUTRITION

EDUQAS 560P1

ASSESSMENT OBJECTIVES

- AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.
- AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.
- AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.

HOW WILL I BE ASSESSED

Assessment	% of GCSE	Details
Component 1: Principles of Food Preparation & Nutrition	50%	<ul style="list-style-type: none">Written examination: 1 hour 45 minutesThis 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: food commodities, principles of nutrition, diet and good health, the science of food, where food comes from, cooking and food preparation.
Component 2: Food Preparation & Nutrition in Action Assessment 1: The Food Investigation Assessment (8 hrs) Assessment 2: The Food Preparation Assessment (12 hrs)	50%	<ul style="list-style-type: none">Non-examination assessment: internally assessed and externally moderated.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.Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning.

WHY DO THIS COURSE

Students are taught in a food 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.

OTHER INFORMATION

Progression after school can be into childcare 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 Food Preparation and Nutrition
—Mrs Polly Neath



DRAMA

AQA 8261

ASSESSMENT OBJECTIVES

- Apply knowledge and understanding when making, performing and responding to text.
- Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.
- Develop a range of theatrical skills and apply them to create performances.
- Work collaboratively to generate, develop and communicate ideas.
- Develop as creative, effective, independent and reflective learners able to make informed choices in process and performance.
- Contribute as an individual to a theatrical performance.
- Reflect on and evaluate their own work and that of others.
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.



HOW WILL I BE ASSESSED

Exam Papers	% of GCSE	Details
Component 1 Devising Theatre	20%	Students create and perform a devised group production and produce a portfolio and evaluation tracking the progress of the piece and their personal contribution.
Component 2 Performing from a Text	20%	Students produce a performance from a professionally produced dramatic text. This can be a monologue or students can perform in groups of up to five if they choose.
Component 3 Interpreting Theatre	60%	Students study the text 'Blood Brothers' by Willy Russell and develop a thorough knowledge of it on a practical basis (staging, direction, lighting, costume etc). They must also develop a thorough knowledge of live theatre which will need to be applied to their final written examination.

WHY DO THIS COURSE

Students will be given the opportunity to secure an excellent understanding of both acting and technical skills through the study of Drama. Through the development of performance techniques they will cultivate wider transferable skills including leadership, collaboration, responsibility (such as working to a deadline), critical thinking, communication and reflection.

OTHER INFORMATION

Whilst the students will be set preparatory homework they will also be expected to find time to rehearse outside of scheduled lessons in the preparation for mock and final GCSE practical examination pieces. Students should not take GCSE Drama if they believe it will be easy and they will be playing a lot of games; it is both a challenging and complex subject.

CONTACT

Head of Drama—Mr Christian Jones

MFL - FRENCH

AQA 8658

ASSESSMENT OBJECTIVES

- AO1: Listen - Understand and respond to different types of spoken language.
- AO2: Speaking - Communicate and interact effectively in speech.
- AO3: Reading - Understand and respond to different types of written language.
- AO4: Writing - Communicate in writing.

Bonjour!



HOW WILL I BE ASSESSED

Exam Papers	% of GCSE	Details
Listening	25%	Foundation Tier 40 marks; 35 minutes Higher Tier 50 marks; 45 minutes (including 5 minutes reading time) Section A: a range of question types in English, requiring non-verbal responses or responses in English. Section B: a range of question types in French, requiring non-verbal responses or responses in French.
Reading	25%	Foundation Tier 60 marks; 45 minutes Higher Tier 60 marks; 1 hour Section A: question in English, requiring non-verbal responses or responses in English Section B: question in French, requiring non-verbal responses or responses in French. Section C: translation from French into English.
Writing	25%	Foundation: 50 marks; 1 hour Section A: 40w essay Section B: translation English into French Section C: 90w essay Higher: 60 marks; 1 hour 15 minutes Section A: 90w essay Section B: 150w essay Section C: translation English into French
Speaking	25%	Foundation Tier: 7–9 minutes and 12 minutes' preparation time Higher Tier: 10–12 minutes and 12 minutes' preparation time Role-play (15 marks) Photo card (15 marks) General conversation (30 marks)

WHY DO THIS COURSE

More than 220 million people speak French on the five continents. French is also the only language, alongside English, that is taught in every country in the world. Students who speak French will increase their chances of finding a job, whether at home or abroad. Learning another language enriches the mind and opens up new horizons, both personal and professional. A French lesson is a cultural journey into the worlds of fashion, gastronomy, the arts, architecture and science. French is often considered the language of culture. The course is lively and stimulating.

OTHER INFORMATION

Students will have access to the class book and different materials online.

CONTACT

Head of French—Mrs Carole Zander

GEOGRAPHY

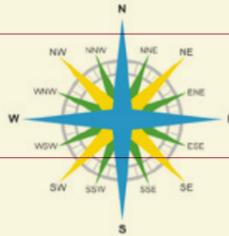
OCRA (J383)

ASSESSMENT OBJECTIVES

- AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.
- AO2: Demonstrate geographical understanding of:
- Concepts and how they are used in relation to places, environments and processes.
 - The interrelationship between places, environments and processes.
- AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues.

HOW WILL I BE ASSESSED

Exam Papers	% of GCSE	Details
1. Living in the UK	30%	<ul style="list-style-type: none"> • Landscapes of the UK • People of the UK • UK Environmental Challenges
2. The World Around Us	30%	<ul style="list-style-type: none"> • Ecosystems of the Planet • People of the Planet • Environmental Threats to our Planet
3. Geographical Skills	40%	<ul style="list-style-type: none"> • Geographical Skills • Fieldwork Assessment



WHY DO THIS COURSE

Geography is a unique subject because it looks at both the physical structure of the planet and the social structure (i.e. how we affect our environment and how it affects us) in the past, present and future. So, what is Geography - a natural science or a social science?

The answer is, a bit of everything, to begin with at least. Geography can be divided into two main branches: Physical Geography: is a branch of earth science, which looks at the natural elements of the world, including the atmosphere, land and oceans. Physical geographers study things like climate, soil, how the earth was formed and how it is changing over time.

Human Geography: is a social science that studies how humans interact with the planet and covers things like population growth, migration, how urban and rural settlements develop, how we work with animals and even how our economies are effected by the environment we live in.

Because geographers deal with the natural world and how we behave in it, their jobs can take them everywhere, from taking soil samples on the edge of a volcano to mapping a new town, charting the changes to a glacier in the arctic, or even teaching you in a comfortable classroom. Employers love the mix of technical and social skills people get from studying geography, which they see as very transferable, i.e. useful for a whole range of jobs.

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.

CONTACT

Head of Geography— Ms Anne Vaughan

HISTORY

EDEXCEL 1H10

ASSESSMENT OBJECTIVES

- AO1: 35% - Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
- AO2: 35% - Explain and analyse historical events and periods studied using second order historical concepts (e.g. causation, change and continuity).
- AO3: 15% - Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

HOW WILL I BE ASSESSED

Exam Papers	% of GCSE	Details
Paper 1: Thematic study & historic environment	30%	Medicine in Britain c.1250-present The British sector of the Western Front, 1914-18: injuries, treatment and the trenches.
Paper 2: Period study and British depth study	40%	Period study: Superpower relations and the Cold War, 1941 -1991. British depth study: Early Elizabethan England, 1558-88.
Paper 3: Modern depth study	30%	The USA, 1954 – 1975: conflict at home and abroad.

WHY DO THIS COURSE

History is a multi-disciplinary subject. This means that the skills that you will learn throughout GCSE History can be transferred and used in a wide range of both A-Levels and, therefore, 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, teaching - History is important.

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.

CONTACT

Head of History—Ms Katie Pilgrim-Reed



MUSIC

WJEC EDUQAS C660QS

ASSESSMENT OBJECTIVES

- AO1: Musical Form and Devices. Placing music in a broad historical context, looking at structural form and devices across the Baroque, Classical and Romantic periods (Western Classical Tradition 1650-1910). Set work: Eine Kleine Nachtmusik, mvt. 3
- AO2: Music for Ensemble. Develop understanding of sonority and texture through chamber music, music theatre, jazz and blues.
- AO3: Film Music. Learn how composition within the film industry is used including the use of colour, timbre and dynamics for effect.
- AO4: Popular Music. Develop understanding of popular music including pop, rock & pop, bhangra and fusion. Set work: Since You've Been Gone (Rainbow –1979)

HOW WILL I BE ASSESSED

Exam Papers	% of GCSE	Details
Listening & Appraising	40%	Focuses on AOS 1, 2, 3, and 4. Students demonstrate their knowledge and understanding of musical elements, contexts and language. Including knowledge of set works
Non exam assessment	% of GCSE	Details
Performance	40%	A minimum of 2 pieces, one of which must be an ensemble performance lasting for at least one minute. Total time 4-6 minutes
Composition	30%	Two compositions, one in response to a set brief. The second is a free composition of the candidates choice.

WHY DO THIS COURSE

Why study Music? Here are just a few reasons:

- It enables creative learning
- It allows communication in a unique language
- It enables students to express themselves
- It broadens horizons
- It is varied and interesting, and a journey of discovery
- It has links to real life
- It is academically rigorous
- It is well respected by top universities
- It is fulfilling and challenging



OTHER INFORMATION

It is recommended that pupils are having instrumental lessons or have experience of using music technology prior to starting this course. However, this is not compulsory and please do speak to Mr Edney if you have any questions about the course.

CONTACT

Head of Music - Mr Lewis Edney

PHYSICAL EDUCATION

PEARSON EDEXCEL 1PEO

ASSESSMENT OBJECTIVES

- AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in the physical activity and sport.
- AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
- AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport.



HOW WILL I BE ASSESSED

Exam Papers	% of GCSE	Details
Component 1: Fitness and Body Systems	36%	1 hr 45mins
Component 2: Health and Performance	24%	1 hr 15mins
Component 3: Practical performance	30%	Assessed in 3 sports
Component 4: Personal Exercise Programme (PEP)	10%	Non Examined Assessment

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 but it enables 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

There are set sports students can be assessed in. At least one of the 3 sports must be an individual performance and one must be a team performance.

Students can choose the sport they complete their Personal Exercise Programme (PEP) for but it must be one of their 3 assessed sports.

Resources for revision can be found on our school shared area within the PE file.

There is a wide and varied theoretical topic list which develops on from what has been studied in Year 9.

CONTACT

Head of PE—Miss Hannah McLaughlin

PSYCHOLOGY

EDEXCEL 2017

ASSESSMENT OBJECTIVES

- AO1: 35% - Demonstrate knowledge and understanding of psychological ideas and processes.
 AO2: 35% - Apply knowledge and understanding of psychological ideas and processes.
 AO3: 30% - Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.

HOW WILL I BE ASSESSED

Exam Papers	% of GCSE	Details
Paper 1: 98 marks Development, Memory, Psychological problems, the brain and neuropsychology and Social influence	36%	1 hr 45mins
Paper 2: 79 marks Criminal psychology, Sleep and dreaming and Research methods.	45%	1 hr 20mins

WHY DO THIS COURSE

Psychology is a fascinating and challenging subject as it looks at the ways people think, act, react, and interact. It is the study of human (and animal) behaviour, and the thoughts and emotions that influence behaviour. Each topic is really interesting and enjoyable to learn. The course provides a wonderful foundation for the future—including preparation for A levels such as psychology, sociology, business studies and health and social care. Future careers are very exciting and include working in forensic, clinical, educational and occupational psychology. In addition, a psychology background is an excellent preparation for work in law, marketing and health care.

OTHER INFORMATION

This GCSE is a wonderful basis for developing expert thinking, reasoning, critical thinking and creativity. The course also encourages problem solving, communication and social skills.

To find out more, please visit Miss Jay in room 20, next to the library and look online: www.edexcel.co.uk, Edexcel GCSE (9-1) in Psychology.

CONTACT

Head of Psychology —Miss Jessica Jay



RELIGIOUS STUDIES

AQA 8062 SPECIFICATION A

ASSESSMENT OBJECTIVES

- AO1: Demonstrate knowledge and understanding of religions and beliefs, including how they influence individuals, communities and societies; similarities and differences between different religious and secular approaches to contemporary issues.
 AO2: Analyse and evaluate aspects of religion and society, including their significance and influence on personal beliefs and cultural issues.

HOW WILL I BE ASSESSED

Exam Papers	% of GCSE	Details
Component 1: The Study of Religions: Beliefs, Teachings and Practices Written exam: 1 hour 45 minutes	50%	96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)
Component 2: Thematic Studies Written exam: 1 hour 45 minutes	50%	96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG)

WHY DO THIS COURSE

In your Religious Studies GCSE, you will find out what Buddhists and Christians believe in and how these beliefs influence their lives. You will have the opportunity to explore and discuss questions about our culture, traditions and heritage as well as our values and purpose in life, and you can form and defend your own opinion on a whole variety of contemporary issues.

You will be able to evaluate how different people tackle issues regarding life and death, war and peace, human and animal rights, environmental issues and many more challenges we face on a daily basis.

OTHER INFORMATION

Students will study:

Component 1:
Beliefs, Teachings and Practices of Buddhism and Christianity

Component 2:
Four Religious, Philosophical and Ethical Studies Themes
 Theme B: Religion and Life
 Theme D: Religion, Peace and Conflict
 Theme E: Religion, Crime and Punishment
 Theme F: Religion, Human Rights and Social Justice



CONTACT

Head of Religious Studies—Ms Diana Smith

MFL - SPANISH

AQA 8698

ASSESSMENT OBJECTIVES

- AO1: Listening - Understand and respond to different types of spoken language.
- AO2: Speaking - Communicate and interact effectively in speech.
- AO3: Reading - Understand and respond to different types of written language.

HOW WILL I BE ASSESSED

Exam Papers	% of GCSE	Details
Listening	25%	<p>Foundation Tier 40 marks; 35 minutes / Higher Tier 50 marks; 45 minutes (including 5 minutes' reading time)</p> <p>Section A: a range of question types in English, requiring non-verbal responses or responses in English.</p> <p>Section B: a range of question types in Spanish, requiring non-verbal responses or responses in Spanish.</p>
Reading	25%	<p>Foundation Tier 60 marks; 45 minutes / Higher Tier 60 marks; 1hr</p> <p>Section A: question in English, requiring non-verbal responses or responses in English.</p> <p>Section B: question in Spanish, requiring non-verbal responses or responses in Spanish.</p> <p>Section C: translation from Spanish into English</p>
Writing	25%	<p>Foundation 50 marks; 1hr</p> <p>Question 1: describe a picture</p> <p>Question 2: 40w essay</p> <p>Question 3: translation English into Spanish</p> <p>Question 4: 90w essay</p> <p>Higher: 60 marks; 1 hour 15 minutes</p> <p>Question 1: 90w essay</p> <p>Question 2: 150w essay</p> <p>Question 3: translation English into Spanish</p>
Speaking	25%	<p>Foundation Tier: 7–9 minutes.</p> <p>Higher Tier: 10–12 minutes.</p> <p>Role-play (15 marks) Photo card (15 marks)</p> <p>General Conversation (30 marks)</p>



WHY DO THIS COURSE

Spanish is the official language of 21 countries, many of which are economically well developed. People from these countries are likely to be business associates or colleagues in your future career. Also, Spanish is the second most common first language across the world and the second language of the USA. It will help you to get the Ebacc.

OTHER INFORMATION

Students will have access to the class book and different materials online.

CONTACT

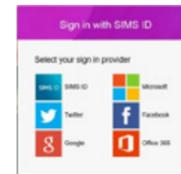
Head of Modern Foreign Languages— Miss Jassmin Valiente

REGISTERING ONLINE

1. An email will have been delivered to Yr 9 Students by the school from noreply@sims.co.uk. It will look similar to the one below.



2. This should take students to the sign in below - Students should be instructed sign in using OFFICE 365 and sign in with their usual log in.



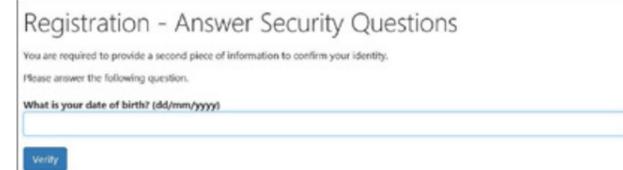
(FIRST TIME USERS ONLY)

Once students have logged in using OFFICE 365 they will need to enter the code provided in the registration email into the Invitation Code field.



(FIRST TIME USERS ONLY)

Students will then need to verify the account by answering a security question.



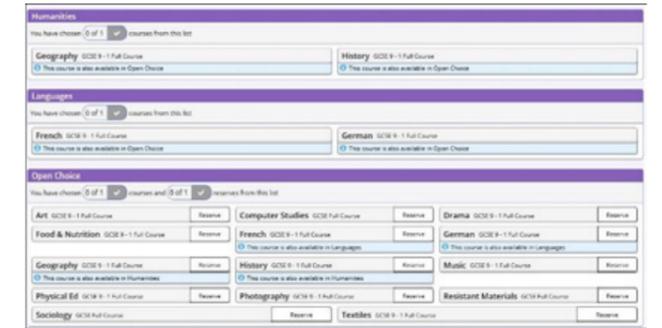
3. Students are then required to log into the account to gain access to the active plan. Students need to click on a link in the email from Mr Bendall to: www.sims-options.co.uk

Students are only shown their own course choices screen and no personal details are displayed.

Any notes added in the plan definition screen will be displayed.

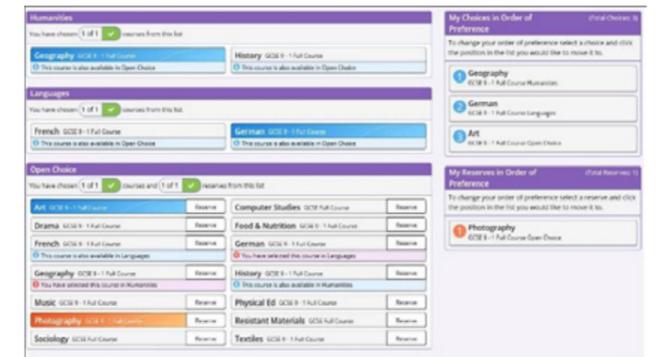


4. Students then make their choices by clicking on the course item from the screens displayed.



Any requirements or restrictions defined in the relevant plan will be enforced here.

Selections are displayed to the right of the screen and the order of preference can be changed by clicking on the course name and then clicking on which course they wish it to take the place of. Options will move the other courses down a level of preference by default.



5. Comments can be added by the student in the Student comment field at the bottom of the page.



6. When all selections have been made the choices should be saved by clicking the save icon to the top left and the student should then sign out of Options Online.

NOTES

NOTES