

ROYAL  
ALEXANDRA  
& ALBERT  
SCHOOL



YOUR OPTIONS

GCSE SUBJECTS 2021/2023



# CONTENTS

GCSE OPTIONS FOR KEY STAGE 4 2021-2023	
Introduction	4
Key Stage 4 Curriculum	5
Option Choices	6
Looking Ahead	7
Key Dates and Deadlines	8
Core Subject - English Language	9
Core Subject - English Literature	10
Core Subject - Mathematics	11
Core Subject - Science	12
Art and Design	14
Business Studies	15
Computer Science	16
D&T - Design and Technology	17
D&T - Food Preparation and Nutrition	18
Drama	19
MFL - French	20
Geography	21
History	22
Music	23
Physical Education	24
Religious Studies	25
MFL - Spanish	26
Registering Online	27



# 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There will also be a change in the grading system for the GCSEs you will take, with the familiar A\*-G having been replaced by numerical levels from 1-9.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.

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

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

# 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
Personal, Social & Health Education (Core)	No exam
Careers	No exam
Physical Education (Core)	No exam

\*\* The Science GCSE course started in September 2020 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)
- Computing
- Design and Technology
- Drama
- Food Technology
- French (You can only pick French if you have studied French in Year 9)
- Geography
- History
- Music
- Physical Education
- Religious Studies
- Spanish (You can only pick Spanish if you have studied Spanish in Year 9)

## 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.



# LOOKING AHEAD

## CURRENT RAAS SIXTH FORM ENTRY REQUIREMENTS

Subject	Entry Criteria
<b>Sixth Form Entry Criteria</b>	<b>5 GCSEs at Grade 4-9 including Maths and English</b>
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
Media BTEC	Sixth Form entry criteria
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 online '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
Year 9 Parent Consultation Evening	Tuesday 9th February 2021 5.00-7.30pm	Online
Year 9 Parent Consultation Evening	Thursday 11th February 2021 5.00-7.30pm	Online
Submission date for Option Choices online	Wednesday 24th February 2021	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)

AQA 8300

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	25%
	Algebra	20%
	Ration, Proportion & Rates of change	25%
	Geometry & Measures	15%
	Statistics & Probability	15%
Higher	Number	15%
	Algebra	30%
	Ration, Proportion & Rates of change	20%
	Geometry & Measures	20%
	Statistics & Probability	15%

## CONTACT

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

# SCIENCE (CORE)

AQA COMBINED (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 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:

<b>Route 1: Six papers; two in each Science</b>	<b>Route 2: Two papers for each separate Science</b>
Written exam: 1 hour 15 minutes	Written exam: 1 hour 45 minutes
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

<b>Route 1</b>	<b>Route 2</b>
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— 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 intentions 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](http://www.edexcel.co.uk)

### CONTACT

Head of Business and Economics - Mr Allen Ernest

# COMPUTER SCIENCE

OCR J277

## 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"><li>• Memory</li><li>• Storage</li><li>• Wired and wireless networks</li><li>• Network topologies, protocols &amp; layers</li><li>• System security</li><li>• System software</li><li>• Ethical, legal and cultural</li></ul>
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"><li>• Algorithms</li><li>• Programming techniques</li><li>• Producing robust programs</li><li>• Computational logic</li><li>• Translators and facilities of languages</li><li>• Data representation</li></ul>

## 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.

Students are given the opportunity to undertake a programming task during their course of study, which allows them to develop their skills in designing, writing, testing and refining programs using a high-level programming language.

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"> <li>Written examination: 1 hour 45 minutes</li> <li>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: food commodities, principles of nutrition, diet and good health, the science of food, where food comes from, cooking and food preparation</li> </ul>
Component 2: Food Preparation & Nutrition in Action  Assessment 1: The Food Investigation Assessment (8 hours)  Assessment 2: The Food Preparation Assessment (12 hours)	50%	<ul style="list-style-type: none"> <li>Non-examination assessment: internally assessed and externally moderated</li> <li>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</li> <li>A report of 1500 words will be produced</li> <li>Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning</li> </ul>

## 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 Pippa Maynard



# 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.



## HOW WILL I BE ASSESSED

Exam Papers	% of GCSE	Details
Paper 1: Listening	25%	<b>Foundation Tier:</b> 40 marks; 35 minutes <b>Higher Tier:</b> 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
Paper 2: Speaking	25%	<b>Foundation Tier:</b> 7–9 minutes and 12 minutes preparation time <b>Higher Tier:</b> 10–12 minutes and 12 minutes preparation time <b>Role-play:</b> (15 marks) <b>Photo card:</b> (15 marks) <b>General conversation:</b> (30 marks)
Paper 3: Reading	25%	<b>Foundation Tier:</b> 60 marks; 45 minutes <b>Higher Tier:</b> 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
Paper 4: Writing	25%	<b>Foundation:</b> 50 marks; 1 hour Section A: 40 word essay Section B: translation English into French Section C: 90 word essay <b>Higher:</b> 60 marks; 1 hour 15 minutes Section A: 90 word essay Section B: 150 word essay Section C: translation English into French

## WHY DO THIS COURSE

More than 300 million people speak French on five continents. French is the second most widely learned spoken language after English and the fifth most widely spoken language in the world. The ability to speak French increases the chances of finding a job, whether in the UK, abroad or in another French speaking part of the world. Learning French 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, cinema, music, arts, architecture and science.

## OTHER INFORMATION

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

## CONTACT

Head of French—Mrs Carole Zander



# GEOGRAPHY

OCR A (J383)

## ASSESSMENT OBJECTIVES

AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.

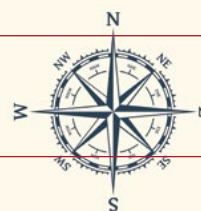
AO2: Demonstrate geographical understanding of:

- Concepts and how they are used in relation to places, environments and processes.
- The inter-relationships between places, environments and processes.

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.

## HOW WILL I BE ASSESSED

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



## 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 field trip 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	30%	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 Miss Newton if you have any questions about the course.

## CONTACT

Head of Academic Music - Miss Elysia Newton

# 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 support 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 hour 45 minutes
Component 2: Health and Performance	24%	1 hour 15 minutes
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





# 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.  
AO4: Writing - Communicate in writing.

## HOW WILL I BE ASSESSED

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



## WHY DO THIS COURSE

With 400 million Spanish speakers across the world, it is the official language of 21 countries. Having Spanish as a language will promote your employability in any business. Spanish GCSE offers you the opportunity to learn about issues beyond your immediate environment and develops your understanding of your own language and the way you express yourself. Language topics for Spanish at GCSE are: Personal relationships; Technology; Free time; Spain and customs; Where I live; Healthy and unhealthy living; Charity work; Environment; Poverty and homelessness; Holidays, travel, regions of Spain; Life at School; The world of work.

## OTHER INFORMATION

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

## CONTACT

Head of Modern Foreign Languages— Mrs Anna Stubbings

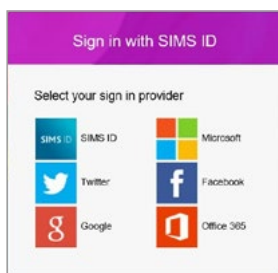


# REGISTERING ONLINE

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.

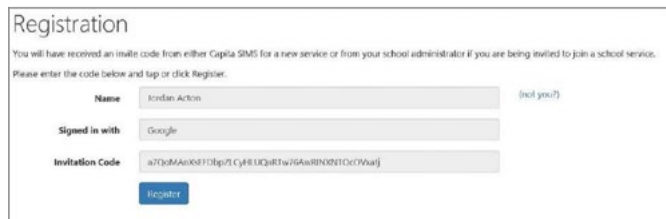


2. This should take students to the sign in opposite - Students should be instructed sign in using OFFICE 365 and sign in with their usual log in.



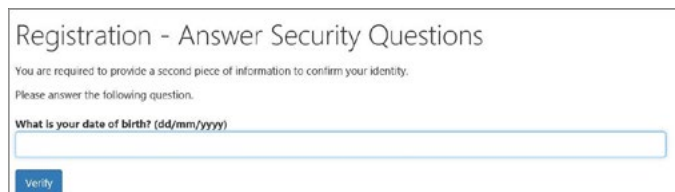
(FIRST TIME USERS ONLY)

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.



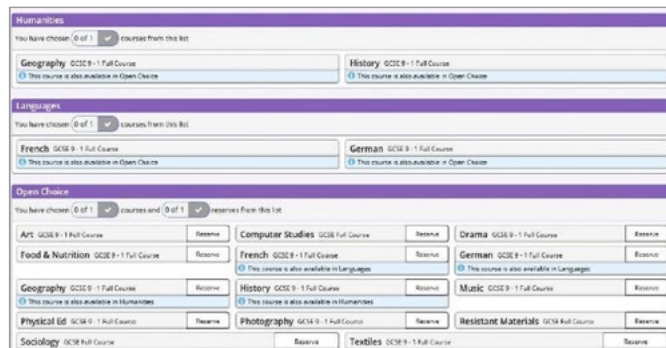
3. Students are then required to log into the account to gain access to the active plan. Students need to click on a link in the email from Mr Bendall to: [www.sims-options.co.uk](http://www.sims-options.co.uk)

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.

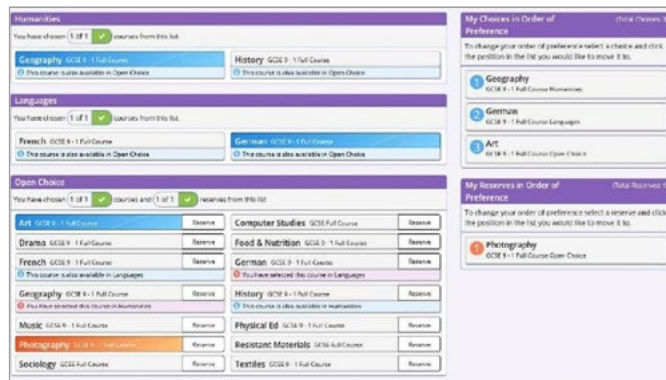


4. Students then make their choices by clicking on the course item from the screens displayed.



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.

# ROYAL ALEXANDRA & ALBERT SCHOOL



Royal Alexandra & Albert School  
Gatton Park  
Reigate  
Surrey  
RH2 0TD  
01737 649000  
[admissions@gatton-park.org.uk](mailto:admissions@gatton-park.org.uk)  
[www.raa-school.co.uk](http://www.raa-school.co.uk)

Patron: Her Majesty The Queen  
President: Her Royal Highness The Duchess of Gloucester  
Founded: 1758  
Registered charity No. 311945