

Reigate School Course Options



How to choose the right courses for YOU

It is important that the Options courses you choose are right for you. We understand that choosing which courses to take will, for most of you, be the biggest and most important life decision you have ever made. To help, we would like to give you the following advice.

Go for courses that interest YOU

You will naturally only give your best effort and commitment to the subjects that interest you. Those that you want to learn more about.

Go for courses that suit YOU

The right hand column shows the methods of assessment the course uses. If you have a good memory and like doing written tests, select courses that are mainly assessed through **exams**. If you like showing or proving you can actually do things, choose courses with lots of controlled **practicals**. If you like completing projects, opt for courses that are **controlled assessment** based.

We all prefer to learn in our dominant learning style/s. You need to choose the courses that will deliver learning to you in the way/s you find easiest. If you like learning through seeing and reading, choose **visual** courses. If you like learning by listening and talking, go for **auditory** courses. If you like learning by doing, in a 'hands-on' style, go for **kinaesthetic** courses.

Parents – how can you help your child?

As a parent/carer you have a vital role in supporting your son/daughter through the Options process. The life experience that you have can and will give a sense of reality to the big decisions they are about to make.

You can support your child in four main ways:

Firstly, you can work with your son/daughter to help them understand themselves as learners. It is helpful for young people to be able to talk through what they are good at with someone who knows them well and who they are comfortable with. These coaching sessions enable them to explore their own views of their qualities, likes and dislikes. The understanding of themselves that they gain can be used to identify the courses that may or may not suit them.

Secondly, you can help your son/daughter explore the range of potential careers that may be open to them. This is more than just talking to them about dream jobs; you can help give their Options decision a sense of purpose by asking them to explain how they intend to make their ambitions a reality. An aspect of this could be to help them research the qualifications that they would need to reach their life/career goals. It may also be useful to have them plan out the 'route', in terms of courses and experiences that they would need to 'travel' in order to get to their aspired destination.

Thirdly, tell them your story: How did you end up where you are? What did you want to do when you were their age? What have you learnt from life? What advice was given that was useful? Did you realise your aspirations? What is next for you in your career? Young people need to know that you are living the journey they are about to start and that your advice is based on your own experiences, which lends it gravitas.

Finally, and this bit of advice is especially important, your son or daughter will truly value your support while they work out what courses they want to take, but please remember part of growing up is being given and taking more responsibility for their own decision making.

The **Application** Process

PROCESS	WHAT YOU SHOULD DO
The Options process starts with a series of assemblies presented by current Year 11 students and representatives from Reigate College and East Surrey College.	START THINKING OF QUESTIONS YOU NEED TO CONSIDER
The process continues in tutor time with tutors providing opportunities for students to ask questions and discuss different options.	START DISCUSSING OPTIONS AND FINDING ANSWERS TO QUESTIONS
Options Booklet – This booklet will be distributed in tutor time. It gives you an overview of the range of courses you can choose from.	READ THIS OPTIONS INFORMATION BOOKLET
Options Evening - This is an opportunity for parents to learn more about the option process and to discuss options with subject leaders.	ASK SUBJECT LEADERS FOR ANY KEY QUESTIONS
Parents' Evening – This is an opportunity to meet with current subject teachers and to ask any final questions before completing the option form.	ASK SUBJECT TEACHERS FOR ANY FINAL ADVICE
Complete the Option form and hand it in to your tutor by Monday 27th March .	COMPLETE FORM HAND IN ON TIME
Options forms are processed.	WAIT PATIENTLY.
You will be informed and supported if we are unable to offer you your first choice.	

Options form

Core Curriculum

All students will study, English Literature, English Language, Mathematics, Science, Core PE, Religious Studies and PSHE

Options Choices

Humanities – Students select Geography or History. Students wishing to study both subjects must select History in the Humanities block and Geography in the Options block.

Languages – Students select French or Spanish. Students wishing to study both French and Spanish must select French in the Languages block and Spanish in the Options block.

Humanities (Tick 1*)	
Geography	
History	

Languages (Tick 1*)	
French	
Spanish	

Options (Tick 2)	
Art and Design	
Business Studies	
Business Studies BTEC	
Design Technology - Graphics	
Design Technology – Resistant Materials	
Computer Science	
Dance	
Drama	
Geography	
Food Preparation and Nutrition	
ICT BTEC	
Music	
Physical Education	
Spanish	
Textiles	

Core Courses

Every student is required to follow a compulsory 'core' curriculum, which includes courses in English, Maths, Science, PSHE, RE and PE, some which lead to a GCSE.

Success in GCSE English, Mathematics, Religious Education and Science shows colleges, and universities as well as employers how well you can read and write, that you can use numbers and that you have an understanding of the world.

Please read through the following pages for more information about the core courses.

GCSE CORE SUBJECTS

English

All students take GCSE English Language and Literature.

Mathematics

Every student takes GCSE Mathematics.

Religious Studies

Every student takes GCSE Religious Studies.

Science

All students study Combined Science throughout Year 9. At the end of Year 9 students are formally assessed with exams in Biology, Chemistry and Physics. Students that achieve high grades in these assessments will be selected to study Triple Science throughout Years 10 and 11. All other students will continue to study Combined Science.

English Language

<p>Course Information:</p> <p>Students read and show understanding of a range of fiction and non-fiction texts and develop their skills of spoken and written communication.</p> <p>Examination:</p> <p>Students sit two examinations. Each of these examinations carries a 50% weighting and have both a reading and a writing element.</p> <p>Paper 1: Explorations in Creative Reading and Writing</p> <p>Section A - Read a literature fiction text in order to consider how writers use language and structural techniques to engage the reader.</p> <p>Section B - Write their own creative text to demonstrate a variety of narrative and descriptive skills.</p> <p>Paper 2: Writers' Viewpoints and Perspectives</p> <p>Section A - Read two linked extracts from different time periods and genres, including one from the 19th century, considering how each presents a different perspective that influences the reader.</p> <p>Section B - Produce a persuasive text for a specified audience, purpose and form.</p> <p>Non-exam assessment: Speaking & Listening Skills</p> <p>This assessment allows students to demonstrate their speaking and listening skills by: giving a presentation in a formal context; responding appropriately to questions and to feedback and asking questions themselves to stimulate clarification using spoken standard English. It is a compulsory element but is not part of the students' final grade.</p>	<p>Department</p> <p>English</p>
	<p>Exam Board Website</p> <p>www.aqa.org.uk</p>
	<p>Syllabus Number</p> <p>8700</p>
	<p>Levels</p> <p>No tiers</p> <p>Grades 1 to 9</p>
	<p>Assessment</p> <p>100% Examination</p>
	<p>Categories</p> <p>Communication and discussion; reading and understanding; writing for purpose and accuracy.</p>
	<p>Dominant Learning Styles</p> <p>A wide range of learning styles; reading, inferring and deducing and analysing are key skills.</p>
	<p>Course Contact</p> <p>Mrs V Williams Head of English</p>

English Literature

<p>Course Information:</p> <p>Students study a Shakespeare play, a 19th century novel, a modern play and a collection of poetry. Students explore features such as characterisation, themes, plot development and context. They write essays to demonstrate their knowledge, understanding and skills of analysis, including their ability to draw links and comparisons between texts and contexts.</p> <p>Examination:</p> <p>Students sit two examinations:</p> <p>Paper 1: Shakespeare and the 19th Century Novel (40%)</p> <p>Section A - Students will study a Shakespeare text chosen from the syllabus by their class teacher. They are required to analyse an extract from the play in detail and then make links with the rest of the text and with context.</p> <p>Section B - Students will study a 19th century novel chosen from the syllabus by their class teacher. They are required to analyse an extract from the novel in detail and then make links with the rest of the text and with context.</p> <p>Paper 2: Modern Texts and Poetry (60%)</p> <p>Section A - Students will complete an essay question on the modern play chosen from the syllabus by their class teacher.</p> <p>Section B - Students will answer one comparative question on one named poem and one other poem from the anthology cluster they have studied.</p> <p>Section C - Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>	<p>Department</p> <p>English</p>
	<p>Exam Board Website</p> <p>www.aqa.org.uk</p>
	<p>Syllabus Number</p> <p>8702</p>
	<p>Levels</p> <p>No tiers</p> <p>Grades 1 to 9</p>
	<p>Assessment</p> <p>100% Examination</p>
	<p>Categories</p> <p>Communication and discussion; reading and understanding; writing for purpose and accuracy.</p>
	<p>Dominant Learning Styles</p> <p>A wide range of learning styles; reading, inferring and deducing and analysing are key skills.</p>
	<p>Course Contact</p> <p>Mrs. V Williams Head of English</p>

Mathematics

<p>Course Information:</p> <p>GCSE Mathematics aims to develop students' functional skills and confidence in working with:</p> <ul style="list-style-type: none"> • Number • Algebra • Ratio, Proportion and Rates of Change • Geometry and Measures • Statistics and Probability <p>Throughout the course we encourage students to apply their maths skills to everyday problems.</p> <p>Students are assessed at the end of Year 11 with three examination papers.</p> <p>Non-Calculator Paper 1: 1hr 30 minutes – 33.3%</p> <p>Calculator Paper 2: 1hr 30 minutes – 33.3%</p> <p>Calculator Paper 3: 1hr 30 minutes – 33.3%</p>	<p>Department</p> <p>Mathematics</p>
	<p>Exam Board Website</p> <p>www.edexcel.org.uk</p>
	<p>Syllabus Number</p> <p>1MA1</p>
	<p>Levels</p> <p>Grades 1 to 9</p> <p>Foundation 1 to 5</p> <p>Higher 4 to 9</p>
	<p>Assessment</p> <p>100% Examination</p>
	<p>Categories</p> <p>Mathematical Development</p>
	<p>Dominant Learning Styles</p> <p>Visual, auditory and kinaesthetic</p>
	<p>Course Contact</p> <p>Mrs M Wells Head of Mathematics</p>

Religious Studies

<p>Course Information:</p> <p>Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.</p> <p>Examination:</p> <p>Students sit two examinations. Each of these examinations carries a 50% weighting.</p>	<p>Department</p> <p>Religious Education</p>
	<p>Exam Board Website</p> <p>www.aqa.org.uk</p>
	<p>Syllabus Number</p> <p>8062</p>
	<p>Levels</p> <p>No tiers</p> <p>Grades 1 to 9</p>
	<p>Assessment</p> <p>100% Examination</p> <p>2 Exams</p> <p>Paper 1 = 50%</p> <p>Paper 2 = 50%</p>
	<p>Categories</p> <p>Knowledge and understanding of the world.</p> <p>Personal, social and emotional development.</p>
	<p>Dominant Learning Styles</p> <p>Visual, auditory and kinaesthetic</p>
	<p>Course Contact</p> <p>Mrs P Wright Head of Religious Education</p>

Combined Science

<p>Course Information:</p> <p>The GCSE Combined Science qualification is equivalent to two GCSEs. The course is linear, meaning students will sit all their exams at the end of the course. Students will study the following:</p> <p><u>Biology</u></p> <p>Cell biology, organisation, infection, bioenergetics, homeostasis, inheritance, variation, evolution and ecology.</p> <p><u>Chemistry</u></p> <p>Atomic structure, the periodic table, bonding, quantitative chemistry, chemical changes, energy changes, organic chemistry, chemical analysis and chemistry of the atmosphere.</p> <p><u>Physics</u></p> <p>Forces, energy, waves, electricity, magnetism, electromagnetism and radioactivity.</p> <p>Assessments:</p> <p>There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.</p> <p>All the papers are 1 hour 15 minutes.</p> <p>The papers are equally weighted. Each is worth 16.7% of the grade and has 70 marks.</p> <p>Question types:</p> <p>The question will be varied and included multiple choice, structured, closed, short answer and open response.</p>	<p>Department</p> <p>Science</p>												
	<p>Exam Board Website</p> <p>www.aqa.org.uk</p>												
	<p>Syllabus Number</p> <p>Combined Science: Trilogy 8464</p>												
	<p>Levels</p> <p>Grades 1 to 9</p> <p>Foundation 1 to 5</p> <p>Higher 4 to 9</p>												
	<p>Assessment</p> <p>100% Examination</p> <p>6 Exams:</p> <table><tr><td>Biology 1</td><td>= 16.7%</td></tr><tr><td>Biology 2</td><td>= 16.7%</td></tr><tr><td>Chemistry 1</td><td>= 16.7%</td></tr><tr><td>Chemistry 2</td><td>= 16.7%</td></tr><tr><td>Physics 1</td><td>= 16.7%</td></tr><tr><td>Physics 2</td><td>= 16.7%</td></tr></table>	Biology 1	= 16.7%	Biology 2	= 16.7%	Chemistry 1	= 16.7%	Chemistry 2	= 16.7%	Physics 1	= 16.7%	Physics 2	= 16.7%
	Biology 1	= 16.7%											
Biology 2	= 16.7%												
Chemistry 1	= 16.7%												
Chemistry 2	= 16.7%												
Physics 1	= 16.7%												
Physics 2	= 16.7%												
<p>Course Contact</p> <p>Mr J Kavanagh Head of Science</p>													

Triple Science

<p>Course Information:</p> <p>GCSE Triple Science is three separate GCSEs in Biology, Chemistry and Physics. Students will study the following:</p> <p><u>Biology</u></p> <p>Cell biology, organisation, infection, bioenergetics, homeostasis, inheritance, variation, evolution and ecology.</p> <p><u>Chemistry</u></p> <p>Atomic structure, the periodic table, bonding, quantitative chemistry, chemical changes, energy changes, organic chemistry, chemical analysis and chemistry of the atmosphere.</p> <p><u>Physics</u></p> <p>Forces, energy, waves, electricity, magnetism, electromagnetism and radioactivity.</p> <p>Assessments:</p> <p>There are six papers. This is divided as two papers for each of the separate sciences. Papers will assess knowledge and understanding from different topics. The questions will use clearer and simpler language, to assess students only on their scientific ability.</p> <p>Papers are 1 hour 45 minutes.</p> <p>The papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.</p> <p>Question types:</p> <p>Multiple choice, structured, closed short answer and open response.</p>	<p>Department</p> <p>Science</p>
	<p>Exam Board Website</p> <p>www.aqa.org.uk</p>
	<p>Syllabus Number</p> <p>Biology 8461 Chemistry 8462 Physics 8463</p>
	<p>Levels</p> <p>Grades 1 to 9 Foundation and Higher Tier</p>
	<p>Assessment</p> <p>100% Examination</p> <p>6 Exams:</p> <p>Biology GCSE Biology 1 = 50% Biology 2 = 50%</p> <p>Chemistry GCSE Chemistry 1 = 50% Chemistry 2 = 50%</p> <p>Physics GCSE Physics 1 = 50% Physics 2 = 50%</p>
	<p>Course Contact</p> <p>Mr J Kavanagh Head of Science</p>

English Baccalaureate (EBacc)

Students are expected to study at least one of the humanities subjects (History or Geography) and one language (French or Spanish).

Success in these subjects provides students with a solid foundation to study a wide range of subjects at College and University.

Students that wish to study Geography and History or French and Spanish can do so by selecting the additional subject as an option subject in the final section of the Options Form.

Please read through the following pages for more information about the EBacc courses.

History

<p>Course Information:</p> <p>If you enjoy learning about the events of the last 100 years and how these events have shaped the world we live in today, this is the course for you.</p> <p>This course develops and extends your knowledge and understanding of specified key events, periods and societies in local, British and wider world history; and of the wide diversity of human experience. It will help you to develop an awareness of why people, events and developments have been given historical significance and how and why different interpretations have been constructed about them.</p> <p>Paper 1: Thematic study and historic environment (30%)</p> <ul style="list-style-type: none"> a) Crime and Punishment in Britain, c.1000 - present b) Whitechapel, c.1870 - c.1900: Crime, policing and the inner city. <p>Paper 2: Period study and British depth study (40%)</p> <ul style="list-style-type: none"> a) Henry VIII and his ministers, 1509-40 b) Superpower relations and the Cold War, 1941-91. <p>Paper 3: Modern depth study (30%) The USA, 1954-75: Conflict at home and abroad.</p> <p>Spelling, punctuation, grammar and use of specialist terminology (SPaG) accounts for 5% of the exam.</p> <p>Successful students are.....</p> <p>Those who have an interest in History and who ask questions of what they see and learn. Being able to clearly express ideas and opinions in writing is essential. Students must also develop the ability to learn key content outside of lessons.</p> <p>Progression:</p> <p>Students can go on to study AS/A2 History, Economics, Law, Politics and Sociology and related Advanced Level Courses and a Degree.</p>	<p>Department</p> <p>History</p>
	<p>Exam Board Website</p> <p>www.edexcel.com</p>
	<p>Syllabus Number</p> <p>1HI0</p>
	<p>Levels</p> <p>No tiers</p> <p>Grades 1 to 9</p>
	<p>Assessment</p> <p>100% Examination</p>
	<p>Categories</p> <p>Knowledge and understanding of the world.</p>
	<p>Dominant Learning Styles</p> <p>Visual, auditory and kinaesthetic</p>
	<p>Course Contact</p> <p>Miss K Sutton Head of Humanities</p>

Geography

<p>Course Information: This exciting and relevant course studies Geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs).</p> <p>Topics of study include climate change, rivers, coasts, tectonics, ecosystems, poverty, population, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.</p> <p>Students are required to complete two field trips to the Olympic Park and the coastline as part of their 'Geographical Applications' exam.</p> <p>The course is divided into three papers:</p> <p>Paper 1: Living with the physical environment (35%)</p> <ol style="list-style-type: none"> 1. The Challenge of Natural Hazards 2. Physical landscapes in the UK 3. The Living World <p>Paper 2: Challenges in the human environment (35%)</p> <ol style="list-style-type: none"> 1. Urban issues and changes 2. The Changing Economic World 3. The Challenge of Resource Management <p>Paper 3: Geographical applications (30%)</p> <p>Part A: Students to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue using a source booklet released prior to the exam.</p> <p>Part B: Questions relating to fieldwork undertaken in school and based on the use of fieldwork materials from an unfamiliar context.</p> <p>Spelling, punctuation, grammar and specialist terminology (SPGST) will be assessed.</p> <p>Successful students are ... Those who have an interest in the world around them and who are socially and environmentally aware. It is beneficial if students like to problem-solve.</p> <p>Progression: GCSE Geography can lead directly onto AS/A2 Geography, Geology and Sociology courses.</p>	<p>Department</p> <p>Geography</p>
	<p>Exam Board Website</p> <p>www.aqa.org.uk</p>
	<p>Syllabus Number</p> <p>8035</p>
	<p>Levels</p> <p>No tiers</p> <p>Grades 1 to 9</p>
	<p>Assessment</p> <p>100% Examination</p>
	<p>Categories</p> <p>Knowledge and understanding of the world.</p>
	<p>Dominant Learning Styles</p> <p>Visual, auditory and kinaesthetic</p>
	<p>Course Contact</p> <p>Miss K Sutton Head of Humanities</p>

French

Course Information:

Students who take GCSE French study three main themes and the linguistic structures associated with them.

Students are expected to understand and provide information about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

Theme 1: Identity and Culture:

- Me, my family and friends
- Technology in everyday life
- Free time activities

Theme 2: Local, National, International and Global areas of interest:

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel & Tourism

Theme 3: Current and future study and employment:

- My studies
- Life at school/college
- Education post 16
- Career choices and ambitions

Assessment:

This qualification is linear. Therefore students will sit their 4 exams at the end of the course.

Progression:

Students who take GCSE French can go on to study AS/A2 French and/or linked courses eg. Business Studies, Sales and Marketing, Law, Media, Studies, Journalism and many other courses where strong communication skills are the key to success.

Department

Modern Foreign Languages

Exam Board Website

www.aqa.org.uk

Syllabus Number

8658

Levels

Grades 1 to 9

Foundation 1 to 5
Higher 4 to 9

Assessment

100% Examination
25% Listening
25% Speaking
25% Reading
25% Writing

Categories

Communication, language and literacy. Knowledge and understanding of the world.

Dominant Learning Styles

Auditory and visual

Course Contact

Miss G Forrest
Head of MFL Department

Spanish

<p>Course Information:</p> <p>Students who take GCSE Spanish study three main themes and the linguistic structures associated with them. Students are expected to understand and provide information about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.</p> <p>Theme 1: Identity and Culture</p> <ul style="list-style-type: none"> - Me, my family and friends - Technology in everyday life - Free time activities <p>Theme 2: Local, National, International and Global areas of interest</p> <ul style="list-style-type: none"> - Home, town, neighbourhood and region - Social issues - Global issues - Travel & Tourism <p>Theme 3: Current and future study and employment</p> <ul style="list-style-type: none"> - My studies - Life at school/College - Education post 16 - Career choices and ambitions <p>Assessment:</p> <p>This qualification is linear. Therefore students will sit their 4 exams at the end of the course.</p> <p>Progression:</p> <p>Students who take GCSE Spanish can go on to study AS/A2 Spanish and/or linked courses eg. Business Studies, Sales and Marketing, Law, Media, Studies, Journalism and many other courses where strong communication skills are the key to success.</p>	<p>Department</p> <p>Modern Foreign Languages</p>
	<p>Exam Board Website</p> <p>www.aqa.org.uk</p>
	<p>Syllabus Number</p> <p>8698</p>
	<p>Levels</p> <p>Grades 1 to 9</p> <p>Foundation 1 to 5</p> <p>Higher 4 to 9</p>
	<p>Assessment</p> <p>100% Examination</p> <p>25% Listening</p> <p>25% Speaking</p> <p>25% Reading</p> <p>25% Writing</p>
	<p>Categories</p> <p>Communication, language and literacy. Knowledge and understanding of the world.</p>
	<p>Dominant Learning Styles</p> <p>Auditory and visual</p>
	<p>Course Contact</p> <p>Miss G Forrest Head of MFL Department</p>

Optional Courses

In the final options block students must select two subjects. Students are encouraged to select subjects they are passionate about, but they should also take into account a number of factors including:

- Which type of course and assessment suits you – do you enjoy the BTEC style of learning or do you excel in exams for example?
- Does the course play to your strengths? For example, you might have an interest in computers, but if you find mathematical reasoning difficult you might be more suited to a course in ICT rather than Computer Science.
- Talk to your subject teachers, Tutor and Head and Deputy Head of Year about which courses you are best suited to.
- Consider your future – which courses are most relevant to your future aspirations.

BTEC

In addition to the full range of GCSE subjects offered, students also have the option to study BTECs in ICT and Business Studies.

BTEC stands for Business and Technology Education Council. The courses are now run by Edexcel in over 100 countries. Compared to GCSEs, BTECs have a greater focus on coursework with 75% of the final grade being assessed through in class units and only 25% being externally examined.

BTECs carry the same weighting as GCSEs with a pass equivalent to a Grade 4, Merit equivalent to a Grade 5, Distinction equivalent to a Grade 7 and Distinction* equivalent to a Grade 8.

BTECs are suitable for students that find the pressure of exams difficult, but excel at working hard in class, being organised and completing assignments promptly.

Art and Design

<p>Course Information:</p> <p>On this course students work to improve knowledge and understanding of Art and Design. They will use a wide range of materials, processes and develop painting and drawing techniques in greater depth. Students will gain greater awareness of artists through independent research and gallery visits.</p> <p>Students are assessed on their portfolio of work which covers both practical and written elements, created during Years 10 and 11, and an extended practical examination which involves preparation studies and a timed practical work developed from a theme set by the examination board.</p> <p>Successful students are...</p> <p>Those who enjoy the visual arts, are hardworking and organised. They like to paint, draw and experiment with different materials. They also like to research, discuss and write about art and artists.</p> <p>Progression:</p> <p>On completion students can progress to AS/A2 Art and Design courses, take up full time Art based College courses or specialise in subjects such as Photography, Graphics, and Textiles – all of which can lead onto a place at University. Art and Design would also benefit students who wish to go on to creative vocational courses.</p> <p>* Students cannot select both Art and Textiles.</p>	<p>Department</p> <p>Art and Design</p>
	<p>Exam Board Website</p> <p>www.edexcel.org.uk</p>
	<p>Syllabus Number</p> <p>2AD01</p>
	<p>Levels</p> <p>No Tiers Grade 1 to 9</p>
	<p>Assessment</p> <p>60% Coursework 40% Examination</p>
	<p>Categories</p> <p>Creative development</p>
	<p>Dominant Learning Styles</p> <p>Visual and kinaesthetic</p>
	<p>Course Contact</p> <p>Mrs J Wilson Head of Art</p>

Business Studies

<p>Course Information:</p> <p>The GCSE in Business requires students to apply their knowledge and understanding to different business contexts. These include businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students will need to develop an understanding of how these contexts impact business behaviour and inform business decisions.</p> <p>The course focus will be on the following:</p> <p>Business activity - The purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business.</p> <p>Influences on business - The importance of external influences on business and how businesses change in response to these influences.</p> <p>Business operations - What business operations involve, its role within the production of goods and the provision of services, and how it influences business activity.</p> <p>Finance - The purpose of the finance function, its role within business and how it influences business activity.</p> <p>Marketing - The purpose of marketing, its role within business and how it influences business activity.</p> <p>Human Resources - The purpose of Human Resources, its role within business and how it influences business activity.</p> <p>Assessment:</p> <p>Students take a final written exam as a terminal assessment at the end of Year 11.</p> <p>Progression:</p> <p>GCSE Business Studies can lead to studying AS/A2 Business Studies or Economics at College and University.</p>	<p>Department</p> <p>Business Studies</p>
	<p>Exam Board Website</p> <p>www.edexcel.com</p>
	<p>Syllabus Number</p> <p>1BS0</p>
	<p>Levels</p> <p>No Tiers Grades 1 to 9</p>
	<p>Assessment</p> <p>100% Examination</p>
	<p>Categories</p> <p>Business operations</p>
	<p>Dominant Learning Styles</p> <p>Visual</p>
	<p>Course Contact</p> <p>Mr S Hollands Head of Business Studies/ICT</p>

Business Studies BTEC

<p>Course Information:</p> <p>The BTEC First Certificate in Business Level 2 is worth the equivalent of 1 GCSE (see levels awarded). The course is divided into 4 units made up of 2 core units and 2 optional units (see examples below). For further information on possible optional units see Mr Brown or Mr Hollands.</p> <p>Unit 1 (core) – Enterprise in the Business World: In this unit students will learn about how trends and the current business environment have an impact on businesses as well as investigating and planning an idea for a new business.</p> <p>Unit 2 (core) – Finance for Business: The aim of this unit is to enable learners to understand the financial aspects of running a business, including: profit, loss, break-even and cash flow forecasting.</p> <p>Unit 3 (optional) – Promoting a Brand: In this unit students will explore the use of branding and the promotion in business as well develop and promote a brand for a business.</p> <p>Unit 6 (optional) – What is Retail Business: In this unit students will explore the structure and organisation of retail business and investigate the relationship between retail business and the external environment.</p> <p>Assessment: Each unit is broken into a number of assignments which cover different aspects of the unit. At the end of the unit the work each student completes is collated and a final grade is awarded. Assignments can be in the form of reports, essays and presentations (both formal and informal).</p> <p>Successful students are..... Those who are interested in how businesses work. Those who have good independent study and communication skills. As 25% of the core units is an externally assessed Finance Exam it is preferable that students who choose this option have a sound understanding and are confident in calculating and understanding new terminology.</p> <p>Progression: On completion of this course students are able to go on to study AS/A2 Business Studies, or any business related BTEC National courses – all of which will prepare students for related university courses.</p>	<p>Department</p> <p>Business Studies</p>
	<p>Exam Board Website</p> <p>www.edexcel.com</p>
	<p>Syllabus Number</p> <p>2012 Specification</p>
	<p>Levels</p> <p>Pass, Merit, Distinction or Distinction*</p>
	<p>Assessment</p> <p>75% Coursework</p> <p>25% Examination</p>
	<p>Categories</p> <p>Business operations</p>
	<p>Dominant learning styles</p> <p>Visual, Auditory</p>
	<p>Course Contact</p> <p>Mr M Brown</p>

Computer Science

<p>Course Information: GCSE Computing aimed at promoting Computer Science as a rigorous, knowledge-based subject discipline.</p> <p>Component 1: Exam – 1hr 40mins</p> <ul style="list-style-type: none"> Understanding algorithms, what they are used for and how they work. Understanding of binary representation, data representation, data storage and compression, encryption and databases. Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudo-code. Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues. <p>Component 2: Exam – 2 hrs</p> <ul style="list-style-type: none"> Understanding how to develop program code and constructs, data types, structures, input/output, operators and sub-programs. <p>Component 3: Coursework – 20 hrs</p> <p>The non-examined assessment will take the form of a project, which will include:</p> <ul style="list-style-type: none"> A program designed, written, refined and tested by the learner, either to a specification or to solve a problem. A written report. <p>Assessment: Students take a written exam and complete a controlled assessment.</p> <p>Successful students are... Those who are familiar with coding in 'Python,' have an understanding of pseudo code and can independently create system flow charts.</p> <p>Progression: GCSE Computing can lead onto students studying AS/A2 Computing at College then University.</p>	<p>Department ICT</p>
	<p>Exam Board Website www.edexcel.com</p>
	<p>Syllabus Number 1CP1</p>
	<p>Levels No tiers Grades 1 to 9</p>
	<p>Assessment 80% Examination 20% Non-Examined Assessment</p>
	<p>Categories Logic and reasoning</p>
	<p>Dominant Learning Styles Visual</p>
	<p>Course Contact Mr S Hollands Head of Business Studies/Computing</p>

Dance

<p>Course Information:</p> <p>Dance GCSE consists of 60% practical work (choreography and performance) and 40% theory (appreciation of dance).</p> <p>Component 1 (Practical work): Internally marked and externally moderated.</p> <p>Performance:</p> <ol style="list-style-type: none"> 1. Set phrases through a solo performance. 2. Duet/Trio performance. <p>30% of GCSE</p> <p>Choreography:</p> <ol style="list-style-type: none"> 1. Solo or group choreography. <p>30% of GCSE</p> <p>Component 2 (Theory work): Written exam: 1 hour 30 mins:</p> <ul style="list-style-type: none"> - Assessing knowledge and understanding of choreographic processes and performing skills. - Critical appreciation of own work. - Critical appreciation of professional works. <p>40% of GCSE</p> <p>Successful students are ... Those who are creative (or willing to improve their creative abilities) and are interested in Dance as an art form. They work with a positive and conscientious attitude in every lesson and are keen to develop dance technique and analytical understanding alongside their choreographic skills. Students must be willing to perform in front of others. Students will also need to analyse and evaluate both professional and their own dance work, drawing conclusions about what is effective to an audience.</p> <p>Progression: GCSE Dance can lead to studying AS/A2 Dance or BTEC Dance at college and then Dance BA (Hons) at degree level. Competent dancers can go on to become professional dancers, choreographers, movement therapists or dance teachers/dance instructors. They can also start up their own dance company, running a business and completing dance administrative roles alongside choreographing and performing.</p>	<p>Department</p> <p>Performing Arts</p>
	<p>Exam Board Website</p> <p>www.aqa.org.uk</p>
	<p>Syllabus</p> <p>8236</p>
	<p>Levels</p> <p>No tiers Grade 1 to 9</p>
	<p>Assessment</p> <p>60% Controlled Assessment 40% Examination</p>
	<p>Categories</p> <p>Creative Development</p>
	<p>Dominant Learning Styles</p> <p>Kinaesthetic, visual and auditory</p>
	<p>Course Contact</p> <p>Mr M Kirby Head of Performing Arts</p>

Design & Technology (Graphics)

<p>Course Information:</p> <p>Design Technology (Graphics) involves the study and manufacture of a variety of products ranging from advertising and promotional displays to electronic items and storage solutions. Students will learn about the design and production of both one off and large scale commercial products. They will study the development of smart and modern materials, the use of computer aided design and manufacture, as well as traditional manufacturing and design techniques.</p> <p>Students considering this option should possess an ability to draw to a high standard and develop products independently and creatively with an emphasis on a high degree of accuracy and precision. ICT skills such as Computer Aided Design and manufacture will be developed and will be used in project work.</p> <p>Year 9 will be spent developing knowledge and skills in a wide range of processes in the graphics rooms and workshop, predominantly through project based work. Students will also focus on developing drawing and design skills.</p> <p>Year 10 students focus on developing the knowledge and specialist skills needed to successfully complete the controlled assessment and the examination paper. This is done by studying the theory whilst completing smaller skills focussed projects. These projects also give experience of the requirements for the main controlled assessment project which accounts for 50% of the GCSE. At the end of Year 11 the final examination is taken which accounts for the final 50%.</p> <p>Part of Year 11 is spent completing the main controlled assessment project. This is an independent project completed over one and a half terms. The students are expected to hand in a comprehensive portfolio of A3 research, design and development sheets, equating to 70% of available marks, as well as the finished practical piece. The remainder of Year 11 is spent preparing students for the final examination.</p> <p>Transferable skills: Using ICT, undertaking research, time management, organisational skills, problem solving and effective planning.</p>	<p>Department</p> <p>Design & Technology (Graphics)</p>
	<p>Exam Board Website</p> <p>www.aqa.org.uk</p>
	<p>Syllabus Number</p> <p>8552</p>
	<p>Levels</p> <p>Grades 1 to 9</p>
	<p>Assessment</p> <p>50% Assessment</p> <p>50% Examination</p>
	<p>Course Contact</p> <p>Mr J Kent Head of Design & Technology</p>

Design & Technology (Resistant Materials)

<p>Course Information:</p> <p>Design Technology involves the study and manufacture of a variety of products ranging from lighting and storage solutions to packing and advertising. Students will learn about the design and production of both one off and large scale commercial products. They will study the development of smart and modern materials, the use of computer aided design and manufacture, as well as traditional manufacturing and design techniques.</p> <p>Students considering this option should possess an ability to draw to a high standard and develop products independently and creatively with an emphasis on a high degree of accuracy and precision. ICT skills such as Computer Aided Design and manufacture will be developed and will be used in project work.</p> <p>Year 9 will be spent developing knowledge and skills in a wide range of processes in the workshop and graphics room. Predominantly through project based work. Students will also focus on developing drawing and design skills.</p> <p>Year 10 will be spent developing the knowledge and specialist skills needed to successfully complete the controlled assessment and the examination paper. This is done by studying the theory whilst completing smaller skills focussed projects. These projects also give experience of the requirements for the main controlled assessment project which accounts for 50% of the GCSE. At the end of Year 11 the final examination is taken which accounts for the final 50%.</p> <p>Part of Year 11 is spent completing the main controlled assessment project. This is an independent project completed over one and a half terms. The students are expected to hand in a comprehensive portfolio of A3 research. Design and development sheets equating to 70% of available marks as well as the finished practical piece. The remainder of Year 11 is spent preparing students for the final examination.</p> <p>Transferrable skills learned with this subject using ICT, undertaking research, time management, organisational skills, problem solving and effective planning.</p>	<p>Department</p> <p>Design & Technology (ResMat)</p>
	<p>Exam Board Website</p> <p>www.aqa.org.uk</p>
	<p>Syllabus Number</p> <p>8522</p>
	<p>Levels</p> <p>Grades 1 to 9</p>
	<p>Assessment</p> <p>50% Assessment</p> <p>50% Examination</p>
	<p>Course Contact</p> <p>Mr J Kent Head of Design & Technology</p>

Drama

<p>Course Information:</p> <p>WJEC Drama GCSE</p> <p>Examination: Split into 3 units:</p> <p>Unit 1: Internally assessed and externally moderated 40%</p> <p>Unit 2: External Visiting Examiner 20%</p> <p>Unit 3: Written Exam 40%</p> <p>Unit 1: Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC.</p> <p>Learners must produce a realisation of their piece of devised theatre supporting evidence and an evaluation of the final performance or design.</p> <p>Unit 2: Learners will be assessed on either acting or design. Learners study two extracts from the same performance text chosen by the centre.</p> <p>Learners participate in one performance using sections of text from both extracts.</p> <p>Unit 3: Section A: Set Text A series of questions on one set text: Last years:- (these will have changed by the time the current year 9's take the exam):</p> <ol style="list-style-type: none"> 1. The Tempest, William Shakespeare 2. The Caucasian Chalk Circle, Bertolt Brecht 3. Hard to Swallow, Mark Wheeler 4. War Horse, Michael Morpurgo adapted by Nick Stafford 5. DNA, Dennis Kelly. <p>Section B: Live Theatre Review One question requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.</p>	<p>Department</p> <p>Performing Arts</p>
	<p>Exam Board Website</p> <p>www.wjec.co.uk</p>
	<p>Syllabus Number</p> <p>4150</p>
	<p>Levels</p> <p>No tiers Grades 1 to 9</p>
	<p>Assessment</p> <p>50% Practical</p> <p>50% Written (of which 40% is exam)</p>
	<p>Categories</p> <p>Performance, Analysis and Appreciation</p>
	<p>Dominant Learning Styles</p> <p>Practical/Kinaesthetic/Creative/Imaginative Analytical</p>
	<p>Course Contact</p> <p>Mr M Kirby Head of Performing Arts</p>

Food Preparation and Nutrition

<p>Course Information:</p> <p>This course is designed to equip the students with the knowledge and understanding and skills required to cook and apply the principles of food science and nutrition and healthy eating. Students will develop life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.</p> <p>Examination:</p> <p>This is made up of two components:</p> <p>Component 1 – Principles of Food Preparation & Nutrition</p> <p>Written examination: 1 hour 45 minutes 50% of the qualification – 100 marks</p> <p>Component 2 – Food Preparation and Nutrition in Action</p> <p>Two assessments set by the examination board:</p> <p>Assessment 1 worth 15% and to take 8 hours Assessment 2 worth 35% and to take 12 hours</p> <p>50% of the qualification – 100 marks.</p> <p>Areas of content:</p> <p>Food commodities Principles of nutrition Diet and good health The Science of Food Where food comes from? Food preparation and cooking.</p>	<p>Department</p> <p>Food</p>
	<p>Exam Board Website</p> <p>www.eduqas.co.uk</p>
	<p>Entry Code</p> <p>C560P1</p>
	<p>Levels</p> <p>No tiers Grades 1 to 9</p>
	<p>Assessment</p> <p>50% Non-examination Assessment 50% Examination</p>
	<p>Categories</p> <p>Creative development and health.</p>
	<p>Dominant Learning Styles</p> <p>Visual and kinaesthetic</p>
	<p>Course Contact</p> <p>Mrs F Barker-Field Head of Food</p>

ICT BTEC

<p>Course Information: The BTEC First Certificate in Information and Creative Technology Level 2 is worth the equivalent of 1 GCSE (see levels awarded). The course is divided into 4 units made up of 2 core units and 2 optional units (see examples below). For further information on possible optional units see Mr Moore or Mr Hollands.</p> <p>Unit 1 (core) – The Online World Students will explore a range of digital devices and consider the technology that enables these devices to share and exchange information while considering how new technology has created new concerns regarding security and privacy.</p> <p>Unit 3 (core) – A Digital Portfolio For this unit, students will create a digital portfolio which has a clear purpose and audience to show them who you are and what you are capable of.</p> <p>Unit 4 (optional) – Creating digital Animation In this unit students will investigate the range of applications and features of existing animation products or sequences that have been created for an intended audience and purpose.</p> <p>Unit 6 (optional) – Creating digital Graphics In this unit students will design, create and test graphic products in a similar way to how it is done in industry and be introduced to the technology and techniques used by professionals.</p> <p>Assessment: Each unit is broken into a number of assignments which cover different aspects of the unit. At the end of the unit the work each student completes is collated and a final grade is awarded. Assignments can be in the form of reports, essays and presentations (both formal and informal).</p> <p>Successful students are... Those who are interested out how businesses work. Those who have good independent study, ICT, mathematical and communication skills.</p> <p>Progression: On completion of this course students are able to go on to study BTEC Level 3 Information Technology, AS/A2 Information Technology, or any ICT related BTEC National courses – all of which will prepare students for related University courses and the wider world of work.</p>	<p>Department</p> <p>ICT</p>
	<p>Exam Board Website</p> <p>www.edexcel.com</p>
	<p>Syllabus Number</p> <p>2012 Specification</p>
	<p>Levels</p> <p>Pass, Merit, Distinction or Distinction*</p>
	<p>Assessment</p> <p>75% Coursework</p> <p>25% Examination</p>
	<p>Categories</p> <p>Information technology and creative industries.</p>
	<p>Dominant Learning Styles</p> <p>Visual, auditory</p>
	<p>Course Contact</p> <p>Mr S Hollands Head of Business Studies /ICT</p>

Music

<p>Course Information: The Edexcel GCSE Music course allows students to further develop their performing, composing and appraisal skills through a range of music.</p> <p>Unit 1: Performing (30%) In this unit, pupils have an opportunity to perform as a soloist and as a member of an ensemble. Internally assessed under controlled conditions and externally moderated. Students perform on their chosen instrument a piece or combination of pieces for at least 4 minutes' combined duration. They are able to choose pieces in any style that they enjoy playing with a variety of options for ensemble choice.</p> <p>Unit 2: Composing (30%) In this unit, pupils are to compose two compositions, of at least 3 minutes combined duration. One composition to a brief set by the Examiner and the other is a free composition set by the student. Internally assessed under controlled conditions and externally moderated. This unit gives the students an opportunity to realise compositional ideas on a variety of computer packages and the students are supported through the compositional process.</p> <p>Unit 3: Listening and appraising (40%) In this unit students will study a selection of music to prepare them for a 1 hour and 45 minute Appraising Paper which will be written at the end of Year 11. The exam is externally set and assessed. Two sections of the paper include a variety of short-answer questions, short melody/rhythm completion exercises and one extended writing question.</p> <p>Successful students are... Those who begin the course with an enthusiasm for all areas of music making with the conscious attitude to adapt to new styles of music. Students will probably be more competent performers, though a high level of compositional and critical appraisal skills are required for the successful completion of the course. Students must be willing to listen regularly to a wide variety of musical genres and practise their instrument.</p> <p>Progression: Following successful completion of this course, students can move on to AS/A2 level Music courses. Further ahead, students will be well-equipped to study for a degree in music, supporting a career in this field.</p>	<p>Department</p> <p>Performing Arts</p>
	<p>Exam Board Website</p> <p>www.edexcel.com</p>
	<p>Syllabus Number</p> <p>2MU01</p>
	<p>Levels</p> <p>No Tier Grades 1 to 9</p>
	<p>Assessment</p> <p>60% Controlled Assessment 40% Examination</p>
	<p>Categories</p> <p>Creative Development</p>
	<p>Dominant Learning Styles</p> <p>Auditory and kinaesthetic</p>
	<p>Course Contact</p> <p>Mr M Kirby Head of Performing Arts</p>

Physical Education

<p>Course Information:</p> <p>The content is designed to build on and embed physical development and skills learned in Key Stage 3, encouraging learners to become more competent, confident and expert in their techniques, and apply them across different sports whilst deepening their knowledge of content.</p> <p>Examination:</p> <p>Consists of 2 externally-examined papers and 2 non-examined assessment components.</p> <p>Components 1 & 2 will be assessed at the end of the course in May. Components 3 & 4 may be assessed at any time with marks submitted prior to the final moderation at the end of the course.</p> <p>Component 1: Written exam – 1hr 45 mins (36%) (Fitness & Body Systems)</p> <p>Component 2: Written exam – 1hr 15 mins (24%) (Health & Performance)</p> <p>The exams consist of multiple-choice, short answer and extended writing questions. Students must answer all questions. Calculators may be used in the exam.</p> <p>Component 3: Practical performance in 3 different activities from a set list: 1 team activity, 1 individual activity, 1 free choice (30%)</p> <p>Component 4: Personal Exercise Programme (10%)</p> <p>All students will be expected to attend, support and sometimes lead during extra-curricular activity.</p> <p>For further details of activities available for assessment see EDEXCEL GCSE Specification Handbook.</p>	<p>Department</p> <p>Physical Education</p>
	<p>Exam Board Website</p> <p>www.edexcel.com</p>
	<p>Syllabus Number</p> <p>1PEO/01 2PEO/02 3PEO/03 4PEO/04</p>
	<p>Levels</p> <p>No Tier Grades 1 to 9</p>
	<p>Assessment</p> <p>70% Examination 30% Practical</p>
	<p>Categories</p> <p>Fitness and health</p>
	<p>Dominant Learning Styles</p> <p>Visual, auditory and kinaesthetic</p>
	<p>Course Contact</p> <p>Mr B Simmonds-Dance Head of PE Department</p>

Textiles

<p>Course Information:</p> <p>On this course students work to develop a range of skills in textiles – printing, felting, batik, sewing, weaving and fabric construction. The students will also develop awareness of artists/designers through independent research and museum visits.</p> <p>Students are assessed on their portfolio of work which covers both practical and written elements, created during Year 10 and 11, and an extended practical examination which involves preparation studies and a timed practical work developed from a theme set by the examination board.</p> <p>Successful students are....</p> <p>Those who are creative and enjoy working experimentally. They have a passion for colour, pattern and fashion coupled with the ability to plan, research and evaluate.</p> <p>Progression:</p> <p>This course would suit students who wish to go on to study related AS/A2 courses in fashion or interior design at college.</p> <p>* Students cannot select both Art and Textiles.</p>	<p>Department</p> <p>Art - Textiles</p>
	<p>Exam Board Website</p> <p>www.edexcel.org.uk</p>
	<p>Syllabus Number</p> <p>2TE01</p>
	<p>Levels</p> <p>No Tier Grades 1 to 9</p>
	<p>Assessment</p> <p>60% Coursework 40% Examination</p>
	<p>Categories</p> <p>Creative development</p>
	<p>Dominant Learning Styles</p> <p>Visual and kinaesthetic</p>
	<p>Course Contact</p> <p>Mrs J Wilson Head of Art</p>

Options and Careers guidance

Although it is a good thing to start thinking about the type of courses, jobs and career you might like to do in the future, Year 8 students are usually just beginning to explore their options.

The compulsory “core” curriculum ensures you continue with a broad range of subjects through Key Stage 4 so you have a wider base of options for later study and career choices. When you are choosing for Post 16, you will have a lot more choice and can start to specialise.

Most GCSEs will be good general preparation for further learning and work so it's not crucial to choose specific subjects to fit with a specific career, at this stage. However, if you have clear goal and you know the sector you want to work in, it is advisable to seek further guidance from the school's Careers Advisor or to explore the websites below:

National Careers Service – Section for 13-19 year olds and job profiles.

<https://nationalcareersservice.direct.gov.uk>

CareersBox – An online careers film & video library.

www.careersbox.co.uk

I Could – Careers inspiration and information, including the Buzz test.

<http://icould.com>

Plotr – Careers website including careers information, advice section and a resource to assess personality, interests and needs to match to Careers.

www.plotr.co.uk

www.plotr.co.uk/advice/articles for specific help on GCSE options)

Career Pilot – Based in the South West region, but most information is relevant across the whole of the UK.

www.careerpilot.org.uk

Which? University – Useful advice section includes articles on GCSE options and the implications on HE choices.

<http://university.which.co.uk/advice>

Not going to University?

www.notgoingtouni.co.uk

Looking at Apprenticeships

www.apprenticeships.gov.uk

Russell Group – Representing 24 leading UK Universities.

www.russellgroup.ac.uk/for-students

Further information on careers guidance is also available on our school website:

<http://www.reigate-school.surrey.sch.uk/CEIAG>