

# *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.

# 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 child 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 child 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 child 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

<b>PROCESS</b>	<b>WHAT YOU SHOULD DO</b>
Subject teachers use lesson time to introduce children to the available KS4 courses and to answer any subject specific questions.	<b>START THINKING OF QUESTIONS YOU NEED TO CONSIDER</b>
The process continues in tutor time with tutors providing opportunities for children to ask questions and discuss different options.	<b>START DISCUSSING OPTIONS AND FINDING ANSWERS TO QUESTIONS</b>
Options Booklet – This booklet gives you an overview of the range of courses you can choose from.	<b>READ THIS OPTIONS INFORMATION BOOKLET</b>
<b>Options presentation</b> – The options presentation gives an overview of the options process. <a href="#">Options Presentation link</a>	<b>WATCH THE PRESENTATION TO GET A UNDERSTANDING OF THE PROCESS.</b>
<b>Subject presentations</b> – Each option subject has a short video on the school website to talk through the key aspects of the course. <a href="http://www.reigate-school.surrey.sch.uk/academic/key-stage-4-subject-videos">www.reigate-school.surrey.sch.uk/academic/key-stage-4-subject-videos</a>	<b>WATCH THE PRESENTATIONS FOR ANY SUBJECTS YOU ARE INTERESTED IN.</b>
<b>Parents' Evening</b> (Thursday 3 <sup>rd</sup> March) – This is an opportunity to meet with current subject teachers and to discuss the suitability of the course and to ask any final questions.	<b>ASK SUBJECT TEACHERS FOR ANY FINAL ADVICE</b>
Submit the completed Option Form by <b>Monday 14<sup>th</sup> March</b>	<b>FOLLOW THE ONLINE LINK (PROVIDED IN AN EMAIL) TO COMPLETE FORM</b>
Options forms are processed.	<b>WAIT PATIENTLY.</b>
You will be informed and supported if we are unable to offer you your first choice.	

# Options form

## **Core Curriculum**

All children will study, English Literature, English Language, Mathematics, Science, Core PE and Religious Studies.

## **Options Choices**

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

**Languages** – Children select French or Spanish. Children wishing to study both French and Spanish should speak to Mr Mee.

<b>Humanities (Tick 1*)</b>	
Geography	
History	

<b>Languages (Tick 1*)</b>	
French	
Spanish	

<b>Options (Tick 2)</b>	
Art and Design	
Business Studies	
Computer Science	
Creative iMedia	
Design Technology - Graphics	
Design Technology – Resistant Materials	
Dance	
Drama	
Enterprise & Marketing	
Food Preparation and Nutrition	
Geography	
Health & Social Care	
Hospitality and Catering	
Music	
Physical Education	
Sociology	
Sports Studies	
Textiles	

# Core Courses

**Every child is required to follow a compulsory 'core' curriculum, which includes courses in English, Maths, Science, 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 children take GCSE English Language and Literature.

### **Mathematics**

Every child takes GCSE Mathematics.

### **Religious Studies**

Every child takes GCSE Religious Studies.

### **Science**

All children initially study Combined Science from the start of Year 9. During the course children are formally assessed with exams in Biology, Chemistry and Physics at regular intervals. Children that achieve high grades in these assessments will be selected to study Triple Science. All other children will continue to study Combined Science.

# English Language

<p><b>Course Information:</b></p> <p>Children read and show understanding of a range of fiction and non-fiction texts and develop their skills of spoken and written communication.</p> <p><b>Examination:</b></p> <p>Children sit two examinations. Each of these examinations carries a 50% weighting and have both a reading and a writing element.</p> <p><b>Paper 1: Explorations in Creative Reading and Writing</b></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><b>Paper 2: Writers' Viewpoints and Perspectives</b></p> <p>Section A - Read two linked extracts from different time periods and genres, including one from the 19<sup>th</sup> 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><b>Non-exam assessment: Speaking &amp; Listening Skills</b></p> <p>This assessment allows children 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 final grade.</p>	<p><b>Department</b></p> <p>English</p>
	<p><b>Exam Board Website</b></p> <p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p>
	<p><b>Syllabus Number</b></p> <p>8700</p>
	<p><b>Type of qualification</b></p> <p>GCSE</p>
	<p><b>Tiered</b></p> <p>No</p>
	<p><b>Grades</b></p> <p>1 to 9</p>
	<p><b>Assessment</b></p> <p>Exams = 100%</p> <p>Paper 1 = 50%</p> <p>Paper 2 = 50%</p>
	<p><b>Course Contact</b></p> <p><b>Ms V Williams</b> Head of English</p>

# English Literature

<p><b>Course Information:</b></p> <p>Children study a Shakespeare play, a 19<sup>th</sup> Century novel, a modern play and a collection of poetry. Children 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><b>Examination:</b></p> <p>Children sit two examinations:</p> <p><b>Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel (40%)</b></p> <p>Section A - Children 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 - Children will study a 19<sup>th</sup> 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><b>Paper 2: Modern Texts and Poetry (60%)</b></p> <p>Section A - Children will complete an essay question on the modern play chosen from the syllabus by their class teacher.</p> <p>Section B - Children will answer one comparative question on one named poem and one other poem from the anthology cluster they have studied.</p> <p>Section C – Children will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>	<p><b>Department</b></p> <p>English</p>
	<p><b>Exam Board Website</b></p> <p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p>
	<p><b>Syllabus Number</b></p> <p>8702</p>
	<p><b>Type of qualification</b></p> <p>GCSE</p>
	<p><b>Tiered</b></p> <p>No</p>
	<p><b>Grades</b></p> <p>1 to 9</p>
	<p><b>Assessment</b></p> <p>Exams = 100%</p> <p>Paper 1 = 40%</p> <p>Paper 2 = 60%</p>
	<p><b>Course Contact</b></p> <p><b>Ms V Williams</b> Head of English</p>



# Mathematics

<p><b>Course Information:</b></p> <p>GCSE Mathematics aims to develop children's functional skills and confidence in working with:</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• Ratio, Proportion and Rates of Change</li> <li>• Geometry and Measures</li> <li>• Statistics and Probability</li> </ul> <p>Throughout the course we encourage children to apply their maths skills to everyday problems.</p> <p>Children 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><b>Department</b></p> <p>Mathematics</p>
	<p><b>Exam Board Website</b></p> <p><a href="http://www.edexcel.org.uk">www.edexcel.org.uk</a></p>
	<p><b>Syllabus Number</b></p> <p>1MA1</p>
	<p><b>Type of qualification</b></p> <p>GCSE</p>
	<p><b>Tiered</b></p> <p>Yes</p>
	<p><b>Grades</b></p> <p>Foundation = 1 to 5</p> <p>Higher = 4 to 9</p>
	<p><b>Assessment</b></p> <p>Exams = 100%</p> <p>Paper 1 = 33.3%</p> <p>Paper 2 = 33.3%</p> <p>Paper 3 = 33.3%</p>
	<p><b>Course Contact</b></p> <p><b>Mrs M Wells</b> Head of Mathematics</p>

# Religious Studies

<p><b>Course Information:</b></p> <p>Children will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Children 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><b>Examination:</b></p> <p>Children sit two examinations. Each of these examinations carries a 50% weighting.</p>	<p><b>Department</b></p> <p>Religious Education</p>
	<p><b>Exam Board Website</b></p> <p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p>
	<p><b>Syllabus Number</b></p> <p>8062</p>
	<p><b>Type of qualification</b></p> <p>GCSE</p>
	<p><b>Tiered</b></p> <p>No</p>
	<p><b>Grades</b></p> <p>1 to 9</p>
	<p><b>Assessment</b></p> <p>Exams = 100%</p> <p>Paper 1 = 50%</p> <p>Paper 2 = 50%</p>
	<p><b>Course Contact</b></p> <p><b>Mr P Bowdery</b> Head of Religious Education and Sociology</p>

# Combined Science

<p><b>Course Information:</b></p> <p>The GCSE Combined Science qualification is equivalent to two GCSEs. The course is linear, meaning children will sit all their exams at the end of the course. Children will study the following:</p> <p><b><u>Biology</u></b></p> <p>Cell biology, organisation, infection, bioenergetics, homeostasis, inheritance, variation, evolution and ecology.</p> <p><b><u>Chemistry</u></b></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><b><u>Physics</u></b></p> <p>Forces, energy, waves, electricity, magnetism, electromagnetism and radioactivity.</p> <p><b>Assessments:</b></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><b>Question types:</b></p> <p>The question will be varied and included multiple choice, structured, closed, short answer and open response.</p>	<p><b>Department</b></p> <p>Science</p>
	<p><b>Exam Board Website</b></p> <p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p>
	<p><b>Syllabus Number</b></p> <p>Combined Science: Trilogy 8464</p>
	<p><b>Type of qualification</b></p> <p>Double GCSE</p>
	<p><b>Tiered</b></p> <p>GCSE</p>
	<p><b>Grades</b></p> <p>Foundation = 1 to 5</p> <p>Higher = 4 to 9</p>
	<p><b>Assessment</b></p> <p>Exams = 100%</p> <p>Biology 1 = 16.7%</p> <p>Biology 2 = 16.7%</p> <p>Chemistry 1 = 16.7%</p> <p>Chemistry 2 = 16.7%</p> <p>Physics 1 = 16.7%</p> <p>Physics 2 = 16.7%</p>
	<p><b>Course Contact</b></p> <p><b>Mr J Kavanagh</b> Head of Science</p>

# Triple Science

<p><b>Course Information:</b></p> <p>GCSE Triple Science is three separate GCSEs in Biology, Chemistry and Physics. Children will study the following:</p>	<p><b>Department</b></p> <p>Science</p>
<p><b><u>Biology</u></b></p> <p>Cell biology, organisation, infection, bioenergetics, homeostasis, inheritance, variation, evolution and ecology.</p>	<p><b>Exam Board Website</b></p> <p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p>
<p><b><u>Chemistry</u></b></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><b>Syllabus Number</b></p> <p>Biology 8461 Chemistry 8462 Physics 8463</p>
<p><b><u>Physics</u></b></p> <p>Forces, energy, waves, electricity, magnetism, electromagnetism and radioactivity.</p>	<p><b>Type of qualification</b></p> <p>3 Separate GCSEs</p>
<p><b>Assessments:</b></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 children 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><b>Grades</b></p> <p>1 to 9</p>
<p><b>Question types:</b></p> <p>Multiple choice, structured, closed short answer and open response.</p>	<p><b>Assessment</b></p> <p>Exams = 100%</p> <p><b>Biology GCSE</b></p> <p>Biology 1 = 50% Biology 2 = 50%</p> <p><b>Chemistry GCSE</b></p> <p>Chemistry 1 = 50% Chemistry 2 = 50%</p> <p><b>Physics GCSE</b></p> <p>Physics 1 = 50% Physics 2 = 50%</p>
	<p><b>Course Contact</b></p> <p><b>Mr J Kavanagh</b> Head of Science</p>

# **English Baccalaureate (EBacc)**

**Children 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 children with a solid foundation to study a wide range of subjects at College and University.

Children that wish to study Geography and History 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><b>Course Information:</b></p> <p>If you enjoy learning about the events of the last 1000 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><b>Paper 1: Thematic study and historic environment (30%)</b></p> <ul style="list-style-type: none"> <li>a) Crime and Punishment in Britain, c.1000 - present</li> <li>b) Whitechapel, c.1870 - c.1900: Crime, policing and the inner city.</li> </ul> <p><b>Paper 2: Period study and British depth study (40%)</b></p> <ul style="list-style-type: none"> <li>a) Henry VIII and his ministers, 1509-40</li> <li>b) Superpower relations and the Cold War, 1941-91.</li> </ul> <p><b>Paper 3: Modern depth study (30%)</b></p> <p>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><b>Successful children are.....</b></p> <p>Those who have an interest in History and current affairs and who ask questions of what they see and learn. Being able to clearly express ideas and opinions in writing is essential. Children must also develop the ability to read around key content outside of lessons.</p> <p><b>Progression:</b></p> <p>Children can go on to study AS/A2 History, Economics, Law, Politics and Sociology and related Advanced Level Courses and a Degree.</p>	<p><b>Department</b></p> <p>History</p>
	<p><b>Exam Board Website</b></p> <p>www.edexcel.com</p>
	<p><b>Syllabus Number</b></p> <p>1HI0</p>
	<p><b>Type of qualification</b></p> <p>GCSE</p>
	<p><b>Tiered</b></p> <p>No</p>
	<p><b>Grades</b></p> <p>1 to 9</p>
	<p><b>Assessment</b></p> <p>Exams = 100%</p> <p>Paper 1 = 30%</p> <p>Paper 2 = 40%</p> <p>Paper 3 = 30%</p>
	<p><b>Course Contact</b></p> <p><b>Mrs J Thomas</b> Head of History</p> <p><b>Miss K Sutton</b> Head of Humanities Associate Assistant Headteacher</p>

# Geography

<p><b>Course Information:</b> This exciting and relevant course studies Geography in a balanced framework of physical and human themes and investigates the link between them. Children 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. Children are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.</p> <p>Children are required to complete two field trips; one to Nine Elms, London and the other to Eastbourne beach as part of their 'Geographical Applications' exam.</p> <p>The course is divided into three papers:</p> <p><b>Paper 1: Living with the physical environment (35%)</b></p> <ol style="list-style-type: none"> <li>1. The Challenge of Natural Hazards</li> <li>2. Physical landscapes in the UK</li> <li>3. The Living World</li> </ol> <p><b>Paper 2: Challenges in the human environment (35%)</b></p> <ol style="list-style-type: none"> <li>1. Urban issues and changes</li> <li>2. The Changing Economic World</li> <li>3. The Challenge of Resource Management</li> </ol> <p><b>Paper 3: Geographical applications (30%)</b></p> <p>Part A: Children 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><b>Successful children are ...</b> Those who have an interest in the world around them and who are socially and environmentally aware. It is beneficial if children like to problem-solve.</p> <p><b>Progression:</b> GCSE Geography can lead directly onto AS/A2 Geography, Geography and Sociology courses.</p>	<p><b>Department</b> Geography</p> <p><b>Exam Board Website</b> <a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p> <p><b>Syllabus Number</b> 8035</p> <p><b>Type of qualification</b> GCSE</p> <p><b>Tiered</b> No</p> <p><b>Grades</b> 1 to 9</p> <p><b>Assessment</b> Exams = 100%</p> <p>Paper 1 = 35% Paper 2 = 35% Paper 3 = 30%</p> <p><b>Course Contact</b> <b>Miss K Sutton</b> Head of Humanities Associate Assistant Headteacher</p>
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# French

<p><b>Course Information:</b></p> <p>Children who take GCSE French study three main themes and the linguistic structures associated with them.</p> <p>Children 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.</p> <p><b>Theme 1: Identity and Culture:</b></p> <ul style="list-style-type: none"> <li>- Me, my family and friends</li> <li>- Technology in everyday life</li> <li>- Free time activities</li> </ul> <p><b>Theme 2: Local, National, International and Global areas of interest:</b></p> <ul style="list-style-type: none"> <li>- Home, town, neighbourhood and region</li> <li>- Social issues</li> <li>- Global issues</li> <li>- Travel &amp; Tourism</li> </ul> <p><b>Theme 3: Current and future study and employment:</b></p> <ul style="list-style-type: none"> <li>- My studies</li> <li>- Life at school/college</li> <li>- Education post 16</li> <li>- Career choices and ambitions</li> </ul> <p><b>Assessment:</b></p> <p>This qualification is linear. Therefore, children will sit their 4 exams at the end of the course.</p> <p><b>Progression:</b></p> <p>Children 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.</p>	<p><b>Department</b></p> <p>Modern Foreign Languages</p>
	<p><b>Exam Board Website</b></p> <p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p>
	<p><b>Syllabus Number</b></p> <p>8658</p>
	<p><b>Type of qualification</b></p> <p>GCSE</p>
	<p><b>Tiered</b></p> <p>Yes</p>
	<p><b>Grades</b></p> <p>Foundations = 1 to 5</p> <p>Higher = 4 to 9</p>
	<p><b>Dominant Learning Styles</b></p> <p>Exams = 100%</p> <p>Listening = 25%</p> <p>Speaking = 25%</p> <p>Reading = 25%</p> <p>Writing = 25%</p>
	<p><b>Course Contact</b></p> <p><b>Ms G Forrest</b> Head of Modern Foreign Languages</p>



# Spanish

<p><b>Course Information:</b></p> <p>Children who take GCSE Spanish study three main themes and the linguistic structures associated with them. Children 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><b>Theme 1: Identity and Culture</b></p> <ul style="list-style-type: none"> <li>- Me, my family and friends</li> <li>- Technology in everyday life</li> <li>- Free time activities</li> </ul> <p><b>Theme 2: Local, National, International and Global areas of interest</b></p> <ul style="list-style-type: none"> <li>- Home, town, neighbourhood and region</li> <li>- Social issues</li> <li>- Global issues</li> <li>- Travel &amp; Tourism</li> </ul> <p><b>Theme 3: Current and future study and employment</b></p> <ul style="list-style-type: none"> <li>- My studies</li> <li>- Life at school/College</li> <li>- Education post 16</li> <li>- Career choices and ambitions</li> </ul> <p><b>Assessment:</b></p> <p>This qualification is linear. Therefore, children will sit their 4 exams at the end of the course.</p> <p><b>Progression:</b></p> <p>Children 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><b>Department</b></p> <p>Modern Foreign Languages</p>
	<p><b>Exam Board Website</b></p> <p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p>
	<p><b>Syllabus Number</b></p> <p>8698</p>
	<p><b>Type of qualification</b></p> <p>GCSE</p>
	<p><b>Tiered</b></p> <p>Yes</p>
	<p><b>Grades</b></p> <p>Foundations = 1 to 5</p> <p>Higher = 4 to 9</p>
	<p><b>Dominant Learning Styles</b></p> <p>Exams = 100%</p> <p>Listening = 25%</p> <p>Speaking = 25%</p> <p>Reading = 25%</p> <p>Writing = 25%</p>
	<p><b>Course Contact</b></p> <p><b>Ms G Forrest</b> Head of Modern Foreign Languages</p>

# Optional Courses

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

- Which type of course and assessment suits you – do you enjoy the Technical Awards style of learning or do you excel in GCSEs?
- 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 Creative i-Media rather than Computer Science.
- Talk to your subject teachers, Tutor and Head of Population about which courses you are best suited to.
- Consider your future – which courses are most relevant to your future aspirations.

## Technical Awards

In addition to the full range of GCSE subjects offered, you also have the option to study Technical Awards in Sports, Business and IT.

Technical Awards are high quality level 2 qualifications that provide you applied knowledge and practical skills. Technical Awards are offered by a range of awarding bodies. Each awarding body has its own name for Technical Awards:

<b>Awarding body</b>	<b>Name of qualification</b>
Pearson's	BTEC
OCR	Cambridge Nationals
NCFE	V-Certs
EDUQAS	WJEC Award

The Technical Awards we offer at Reigate School are:

<b>Awarding body</b>	<b>Name of qualification</b>
Cambridge National	Creative i-Media
Cambridge National	Enterprise and Marketing
Cambridge National	Sports Studies
WJEC Award	Hospitality and Catering

Technical Awards 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.

Technical Awards are suitable for you if you find the pressure of exams difficult, but excel at working hard in class, being organised and completing assignments promptly.

# Art and Design

<p><b>Course Information:</b></p> <p>On this course, children 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. Children will gain greater awareness of artists through independent research and gallery visits.</p> <p>Children 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><b>Successful children are...</b></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><b>Progression:</b></p> <p>On completion, children 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 children who wish to go on to creative vocational courses.</p> <p><b>* Children cannot select both Art and Textiles.</b></p>	<p><b>Department</b></p> <p>Art and Design</p>
	<p><b>Exam Board Website</b></p> <p><a href="http://www.edexcel.org.uk">www.edexcel.org.uk</a></p>
	<p><b>Syllabus Number</b></p> <p>1AD0</p>
	<p><b>Type of qualification</b></p> <p>GCSE</p>
	<p><b>Tiered</b></p> <p>60% Coursework</p> <p>40% Examination</p>
	<p><b>Grades</b></p> <p>1 to 9</p>
	<p><b>Assessment</b></p> <p>Exam = 40%</p> <p>Coursework = 60%</p>
	<p><b>Course Contact</b></p> <p><b>Mrs J Wilson</b> Head of Art</p>

# Business Studies

<p><b>Course Information:</b></p> <p>The GCSE in Business requires children 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. Children will need to develop an understanding of how these contexts impact business behaviour and inform business decisions.</p> <p><b>The course focus will be on the following:</b></p> <p><b>Business activity</b> - The purpose of business activity, the role of business enterprise and entrepreneurship and the dynamic nature of business?</p> <p><b>Influences on business</b> - The importance of external influences on business and how businesses change in response to these influences?</p> <p><b>Business operations</b> - What business operations involve? It's role within the production of goods and the provision of services, and how it influences business activity?</p> <p><b>Finance</b> - The purpose of the finance function, its role within business and how it influences business activity?</p> <p><b>Marketing</b> - The purpose of marketing, its role within business and how it influences business activity?</p> <p><b>Human Resources</b> - The purpose of Human Resources, its role within business and how it influences business activity?</p> <p><b>Assessment:</b></p> <p>Children take <b>two</b> written examinations at the end of Year 11.</p> <p><b>Progression:</b></p> <p>GCSE Business Studies can lead to studying AS/A2 Business Studies or Economics at College and University.</p>	<p><b>Department</b></p> <p>Business Studies &amp; Computing</p> <p><b>Exam Board Website</b></p> <p><a href="http://www.edexcel.com">www.edexcel.com</a></p> <p><b>Syllabus Number</b></p> <p>1BS0</p> <p><b>Type of qualification</b></p> <p>GCSE</p> <p><b>Tiered</b></p> <p>No</p> <p><b>Grades</b></p> <p>1 to 9</p> <p><b>Assessment</b></p> <p>Exams = 100%</p> <p>Paper 1 = 50%</p> <p>Paper 2 = 50%</p> <p><b>Course Contact</b></p> <p><b>Mr N Moore</b> Head of Business Studies &amp; Computing</p>
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# Computer Science

<p><b>Course Information:</b> GCSE Computing aimed at promoting Computer Science as a rigorous, knowledge-based subject discipline.</p> <p><b>Component 1:</b> Exam – 1hr 40mins</p> <ul style="list-style-type: none"> <li>• Binary, data representation, data storage and compression</li> <li>• Hardware and software components of computer systems and characteristics of programming languages</li> <li>• Understanding of computer networks and network security</li> <li>• Awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.</li> </ul> <p><b>Component 2:</b> Online Practical Exam – 2 hrs</p> <ul style="list-style-type: none"> <li>• Algorithms, what they are used for and how they work when creating programs</li> <li>• How to decompose and analyse problems</li> <li>• Ability to read, write, refine and evaluate programs.</li> </ul> <p><b>Assessment:</b> Children take a written exam an online exam and complete a controlled assessment.</p> <p><b>Successful children are...</b> Those who are familiar with coding in 'Python,' have an understanding of pseudo code and can independently create system flow charts.</p> <p><b>Progression:</b> GCSE Computing can lead onto children studying AS/A2 Computing at College then University.</p>	<p><b>Department</b></p> <p>Business Studies &amp; Computing</p>
	<p><b>Exam Board Website</b></p> <p><a href="http://www.edexcel.com">www.edexcel.com</a></p>
	<p><b>Syllabus Number</b></p> <p>I CP2</p>
	<p><b>Type of qualification</b></p> <p>GCSE</p>
	<p><b>Tiered</b></p> <p>No</p>
	<p><b>Grades</b></p> <p>1 to 9</p>
	<p><b>Assessment</b></p> <p>Exam = 100%</p> <p>Paper 1 = 50%</p> <p>Online Practical Exam = 50%</p>
	<p><b>Course Contact</b></p> <p><b>Mr N Moore</b> Head of Business Studies &amp; Computing</p>

# Creative iMedia

## Course Information:

The course will assess skills through practical use. The qualification requires independence, creativity and awareness of the digital media sector.

## RO81: Pre-production skills

Enables learners to understand pre-production skills used in the creative and digital media sector and develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

## RO82: Creating digital graphics

This covers the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation.

## RO89: Creating a digital video sequence

Identifies where digital video is used in the media industry such as television, film, web applications or computer gaming and how these technologies are developed to reach an identified target audience.

## Assessment:

Children will sit a written exam in the summer of year 10 and complete 3 pieces of coursework across years 10 and 11.

## Successful children are...

Creative children interested in producing digital media. Those who are organised and logical in their approach to completing work and have good independent study, ICT, mathematical and communication skills.

## Progression:

On completion of this course children are able to go on to study BTEC Level 3 Information Technology, AS/A2 Information Technology, or any ICT related BTEC National courses.

## Department

Business Studies and Computing

## Exam Board Website

[www.OCR.org.uk](http://www.OCR.org.uk)

## Syllabus Number

J817

## Type of qualification

Technical Award

## Tiered

No

## Grades

Pass, Merit, Distinction or Distinction\*

## Assessment

Exam = 25%

Coursework = 75%

## Course Contact

### Mr N Moore

Head of Business Studies & Computing

# Dance

<p><b>Course Information:</b></p> <p>Dance GCSE consists of 60% practical work (choreography and performance) and 40% theory (appreciation of dance).</p> <p><b>Component 1 (Practical work):</b> Internally marked and externally moderated.</p> <p><b>Performance:</b></p> <ol style="list-style-type: none"> <li>1. Set phrases through a solo performance.</li> <li>2. Duet/Trio performance.</li> </ol> <p><b>30% of GCSE</b></p> <p><b>Choreography:</b></p> <ol style="list-style-type: none"> <li>1. Solo or group choreography.</li> </ol> <p><b>30% of GCSE</b></p> <p><b>Component 2 (Theory work):</b> Written exam: 1 hour 30 mins:</p> <ul style="list-style-type: none"> <li>- Assessing knowledge and understanding of choreographic processes and performing skills.</li> <li>- Critical appreciation of own work.</li> <li>- Critical appreciation of professional works.</li> </ul> <p><b>40% of GCSE</b></p> <p><b>Successful children are ...</b> 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. Children must be willing to perform in front of others and will be expected to dance in the GCSE dance show once a year. Children 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><b>Progression:</b> 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><b>Department</b></p> <p>Creative Arts</p> <p><b>Exam Board Website</b></p> <p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p> <p><b>Syllabus</b></p> <p>8236</p> <p><b>Type of qualification</b></p> <p>GCSE</p> <p><b>Tiered</b></p> <p>No</p> <p><b>Grades</b></p> <p>1 to 9</p> <p><b>Assessment</b></p> <p>Exam = 40%</p> <p>Coursework = 60%</p> <p><b>Course Contact</b></p> <p><b>Miss L Swift</b></p> <p>Dance teacher</p>
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# Design & Technology (Graphics)

<p><b>Course Information:</b></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. Children 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>Children 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. Children will also focus on developing drawing and design skills.</p> <p>Year 10 children 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 children 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 for the final examination.</p> <p>Transferable skills: Using ICT, undertaking research, time management, organisational skills, problem solving and effective planning.</p>	<p><b>Department</b></p> <p>Design &amp; Technology (Graphics)</p>
	<p><b>Exam Board Website</b></p> <p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p>
	<p><b>Syllabus Number</b></p> <p>8552</p>
	<p><b>Type of qualification</b></p> <p>GCSE</p>
	<p><b>Tiered</b></p> <p>No</p>
	<p><b>Grades</b></p> <p>1 to 9</p>
	<p><b>Assessment</b></p> <p>Exam = 50%</p> <p>Coursework = 50%</p>
	<p><b>Course Contact</b></p> <p><b>Mr J Kent</b> Head of Design &amp; Food Technology</p>

# Design & Technology (Resistant Materials)

<p><b>Course Information:</b></p> <p>Design Technology (Resistant Materials) involves the study and manufacture of a variety of products ranging from lighting and storage solutions to packing and advertising. Children 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>Children 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. Children 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 children 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 children 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><b>Department</b></p> <p>Design &amp; Technology (ResMat)</p>
	<p><b>Exam Board Website</b></p> <p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p>
	<p><b>Syllabus Number</b></p> <p>8522</p>
	<p><b>Type of qualification</b></p> <p>GCSE</p>
	<p><b>Tiered</b></p> <p>No</p>
	<p><b>Grades</b></p> <p>1 to 9</p>
	<p><b>Assessment</b></p> <p>Exam = 50%</p> <p>Coursework = 50%</p>
	<p><b>Course Contact</b></p> <p><b>Mr J Kent</b> Head of Design &amp; Food Technology</p>

# Drama

<p><b>Course Information:</b></p> <p>WJEC (Eduqas) Drama GCSE</p> <p><b>Examination:</b> 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><b>Unit 1:</b> Children will be assessed on either acting or design. Children 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>Children must produce a realisation of their piece of devised theatre supporting evidence and an evaluation of the final performance or design.</p> <p><b>Unit 2:</b> Children will be assessed on either acting or design. Children study two extracts from the same performance text chosen by the centre or by the children.</p> <p>Children are required to participate in one live performance using sections of text from both extracts.</p> <p><b>Unit 3:</b> <b>Section A: Set Text</b> A series of questions on one set text: Last year's: - (these will have changed by the time the current year 9's take the exam):</p> <ol style="list-style-type: none"> <li>1. The Tempest, William Shakespeare</li> <li>2. The Caucasian Chalk Circle, Bertolt Brecht</li> <li>3. Hard to Swallow, Mark Wheeler</li> <li>4. War Horse, Michael Morpurgo adapted by Nick Stafford</li> <li>5. DNA, Dennis Kelly.</li> </ol> <p><b>Section B: Live Theatre Review</b> One question requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.</p>	<p><b>Department</b></p> <p>Creative Arts</p>
	<p><b>Exam Board Website</b></p> <p>www.eduqas.co.uk</p>
	<p><b>Syllabus Number</b></p> <p>C690QS</p>
	<p><b>Type of qualification</b></p> <p>GCSE</p>
	<p><b>Tiered</b></p> <p>No</p>
	<p><b>Grades</b></p> <p>1 to 9</p>
	<p><b>Assessment</b></p> <p>Written Exam 40%</p> <p>Performance Work and Written Controlled Assessment 60%</p>
	<p><b>Course Contact</b></p> <p><b>Mr M Kirby</b> Drama teacher</p> <p><b>Mr R Jones</b> Drama teacher / Head of Population</p>

# Enterprise and Marketing

<p><b>Course Structure:</b> Develop applied knowledge and practical skills in enterprise and marketing, with both practical and theoretical elements.</p> <p><b>R064</b> – Examination – 1hr 30min To understand how and why customer segmentation is used and how to target a customer market. To develop an understanding of how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable.</p> <p><b>R065</b> - Coursework To identify a customer profile for their own product design, develop market research tools and use these to complete market research for their product.</p> <p><b>R066</b> - Coursework To create a brand identity and promotional plan for their product proposal, developed in Unit R065. They will give a formal presentation of their product proposal to an external audience (5-10min)</p> <p><b>Assessment:</b> Children will sit a written exam in the summer of year 11 and complete 2 pieces of coursework across years 10 and 11.</p> <p><b>Successful children are.....</b> Those who are interested in how businesses work. Those who have good independent study and communication skills. The exam requires children to have a good understanding of mathematics and requires application of an extended vocabulary of business related terminology.</p> <p><b>Progression:</b> On completion of this course children are able to go on to study AS/A2 Business Studies, or any business related BTEC National courses – all of which will prepare children for related university courses.</p>	<p><b>Department</b> Business Studies &amp; Computing</p>
	<p><b>Exam Board Website</b> www.OCR.org.uk</p>
	<p><b>Syllabus Number</b> J819</p>
	<p><b>Type of qualification</b> Technical Award</p>
	<p><b>Levels</b> Pass, Merit, Distinction or Distinction*</p>
	<p><b>Tiered</b> No</p>
	<p><b>Grades</b> Pass, Merit, Distinction, Distinction*</p>
	<p><b>Assessment</b> Exam = 50% Coursework = 50%</p>
	<p><b>Course Contact</b>  <b>Mr N Moore</b> Head of Business Studies &amp; Computing</p>

# Food Preparation and Nutrition

<p><b>Course Information:</b></p> <p>This course is designed to equip the children with the knowledge and understanding and skills required to cook and apply the principles of food science and nutrition and healthy eating. Children will develop life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.</p> <p><b>Examination:</b></p> <p>This is made up of two components:</p> <p><b>Component 1 – Principles of Food Preparation &amp; Nutrition</b></p> <p>Written examination: 1 hour 45 minutes 50% of the qualification – 100 marks</p> <p><b>Component 2 – Food Preparation and Nutrition in Action</b></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><b>Areas of content:</b></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><b>Department</b></p> <p>Food</p>
	<p><b>Exam Board Website</b></p> <p><a href="http://www.eduqas.co.uk">www.eduqas.co.uk</a></p>
	<p><b>Syllabus Number</b></p> <p>C560P1</p>
	<p><b>Type of qualification</b></p> <p>GCSE</p>
	<p><b>Tiered</b></p> <p>No</p>
	<p><b>Grades</b></p> <p>1 to 9</p>
	<p><b>Assessment</b></p> <p>Exam = 50%</p> <p>Coursework = 50%</p>
	<p><b>Course Contact</b></p> <p><b>Mr J Kent</b> Head of Design &amp; Food Technology</p>

# Health and Social Care

<p><b>Course Information:</b></p> <p><b>Component 1: Human Lifespan Development (30%)</b></p> <p>Learning Aim A – Understand human growth and development across life stages and the factors that affect it.</p> <p>Learning Aim B – Investigate how individuals deal with life events.</p> <p><b>Component 2: Health and Social Care Services and Values (30%)</b></p> <p>Learning Aim A – Understand the different types of health and social care services and barriers to accessing them.</p> <p>Learning Aim B – Demonstrate care values and review own practice.</p> <p><b>Component 3: Health and Well Being (40%)</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>- Demonstrate knowledge and understanding of factors that affect health and wellbeing.</li> <li>- Interpret health indicators.</li> <li>- Design a person-centred health and wellbeing improvement plan.</li> <li>- Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plan.</li> </ul> <p><b>Progression:</b></p> <p>Students can go on to study Health and Social Care BTEC at college, just at a higher level. There are strong opportunities for post-16 progression in this important sector.</p> <p>About 3 million people work in health and social care. Healthcare roles include doctors, pharmacists, nurses, midwives and healthcare assistants. Social care roles include care assistants, occupational therapists, counsellors and administrators. Demand for both health and social care jobs is likely to rise so they will continue to play a key role in UK society.</p>	<p><b>Department</b></p> <p>Health and Social Care</p>
	<p><b>Exam Board Website</b></p> <p>Pearson</p>
	<p><b>Syllabus Number</b></p> <p>60303955</p>
	<p><b>Type of qualification</b></p> <p>BTEC Level 1/2 Tech Award</p>
	<p><b>Tiered</b></p> <p>No</p>
	<p><b>Grades</b></p> <p>Pass, Merit or Distinction</p>
	<p><b>Assessment</b></p> <p>Component 1 – 30% - two written assignments.</p> <p>Component 2 – 30% - one written assignment and one practical demonstration of care values.</p> <p>Component 3 – 40% - 2 hour examination.</p>
	<p><b>Course Contact</b></p> <p><b>Mr Strachan and Mrs Corder</b></p>

# Hospitality and Catering

<p><b>Course Information:</b></p> <p>The course is designed to develop learner's knowledge and understanding of the Hospitality and Catering industry.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> <li>-Nutrition</li> <li>-Food Safety</li> <li>-Food preparation and cooking skills</li> <li>-Problem solving</li> <li>-Organisation and time management</li> <li>-Planning and communication</li> <li>-Job roles</li> </ul> <p><b>Unit 1:</b> Hospitality and the Catering Industry</p> <p>This section enables learners to acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provisions for specific locations. They will apply their learning in relation to front of house and kitchen operations to determine how an establishment will operate efficiently both legally and financially. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.</p> <p><b>Unit 2:</b> Hospitality and Catering in Action</p> <p>Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of kitchens and front of house operations from Unit. 1. The content is relevant to not only employees within food production, but also those with a responsibility for food safety in the industry, nutritionist and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment</p>	<p><b>Department</b></p> <p>Food</p>
	<p><b>Exam Board Website</b></p> <p>WJEC</p>
	<p><b>Syllabus Number</b></p> <p>601/7703/2</p>
	<p><b>Type of qualification</b></p> <p>Level 2 Technical Award</p>
	<p><b>Tiered</b></p> <p>No</p>
	<p><b>Grades</b></p> <p>Level 2, Pass, Merit, Distinction, Distinction*</p>
	<p><b>Assessment</b></p> <p>Coursework = 75%</p> <p>Exam = 25%</p>
	<p><b>Course Contact</b></p> <p><b>Mr J Kent</b> Head of Design &amp; Food Technology</p>

# Music

## Course Information:

The Eduqas GCSE Music course allows children to further develop their performing, composing and appraisal skills through a range of music.

### Unit 1: Performing (30%)

A minimum of two pieces, one of which must be an ensemble performance of at least one-minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

### Unit 2: Composing (30%)

In this unit, pupils are to compose two compositions, of at least 4 minutes combined duration. One composition to a brief set by the exam board and the other is a free composition to a brief set by the child. Internally assessed under controlled conditions and externally moderated.

This unit gives the children an opportunity to realise compositional ideas on a variety of computer packages and the children are supported through the compositional process.

### Unit 3: Listening and appraising (40%)

Children will study a selection of music to prepare them for an approximately 1 hour and 15 minute listening and appraising paper which will be written at the end of Year 11. The exam is externally set and assessed. There are eight listening extracts on the exam with questions spread across our two set works, four areas of study, music dictation, and one extended writing question.

**Successful children 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. Children 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. Children must be willing to listen regularly to a wide variety of musical genres and practice their instrument.

**Progression:** Following successful completion of this course, children can move on to AS/A2 level Music courses, as well as any technical Music course. Further ahead, children will be well-equipped to study for a degree in music, supporting any career in this field.

## Department

Creative Arts

## Exam Board Website

[www.eduqas.co.uk](http://www.eduqas.co.uk)

## Syllabus Number

C660QS

## Type of qualification

GCSE

## Tiered

No

## Grades

1 to 9

## Assessment

Exam = 40%

Coursework = 60%

## Course Contact

**Mrs C Waddell**

Music teacher



# Physical Education

<p><b>Course Information:</b></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><b>Examination:</b></p> <p>Consists of 2 externally-examined papers and 2 non-examined assessment components.</p> <p>Components 1 &amp; 2 will be assessed at the end of the course in May. Components 3 &amp; 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 &amp; Body Systems)</p> <p>Component 2: Written exam – 1hr 15 mins (24%) (Health &amp; Performance)</p> <p>The exams consist of multiple-choice, short answer and extended writing questions. Children 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 children 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><b>Department</b></p> <p>Physical Education</p>
	<p><b>Exam Board Website</b></p> <p>www.edexcel.com</p>
	<p><b>Syllabus Number</b></p> <p>1PEO</p>
	<p><b>Type of qualification</b></p> <p>GCSE</p>
	<p><b>Tiered</b></p> <p>No</p>
	<p><b>Grades</b></p> <p>1 to 9</p>
	<p><b>Assessment</b></p> <p>Exam = 60% Paper 1 = 36% Paper 2 = 24%</p> <p>Practical = 30%</p> <p>Coursework = 10%</p>
	<p><b>Course Contact</b></p> <p><b>Mr B Simmonds-Dance</b> Head of PE</p>

# Sociology

Sociology is the exciting study of the society in which we live and the institutions such as schools and families that create it. Here at Reigate School we offer an engaging and effective introduction to Sociology; children learn the fundamental aspects of what creates our Culture and Identity.

Our GCSE course lays the foundations of knowledge and formative critical thinking.

It is highly recommended that pupils undertaking this course take an active interest in society outside school by watching and discussing documentary programmes, reading newspapers and using revision guides to support study at home.

We will ask questions such as:

- Is it 'natural' for men to work and women to look after children?
- Is the education system unfair?
- Can crime ever be good for society?
- Is there such a thing as a 'working class'?

Sociology is offered as an optional subject where pupils complete a GCSE. Two exams are taken in the summer term of Year 11. The course provides an excellent foundation for further study at post 16 level.

Course Content:

- Families
- Education
- Crime
- Social stratification
- Research methods

## Department

Religious Studies

## Exam Board Website

[www.AQA.org.uk](http://www.AQA.org.uk)

## Syllabus Number

8192

## Type of qualification

GCSE

## Tiered

No

## Grades

1 to 9

## Assessment

Exam = 100%

Paper 1 = 50%

Paper 2 = 50%

## Course Contact

### Mr P Bowdery

Head of Religious Education and Sociology

# Sports Studies

<p><b>Course Information:</b> The course will assess student's ability to perform in a variety of sports, teach/coach peers and demonstrate their understanding of current issues within the sport sector.</p> <p><b>R184: Contemporary Issues in Sport</b> In this unit students will learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.</p> <p><b>R185: Performance and leadership in sports activities</b> In this unit students will learn how to develop their skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader you will have the opportunity to plan, lead and review safe and effective sporting activity sessions yourself.</p> <p><b>R186: Sport and the media</b> In this unit students will learn to explore both sides of media sources and apply real life examples to demonstrate the nature of the relationship between media and sport. Students will develop their ability to evaluate and interpret the different ways sport is represented by the media.</p> <p><b>Assessment:</b> Students will sit a written exam in the summer of Year 11 and complete 2 units of coursework across Years 9, 10 and 11.</p> <p><b>Progression:</b> On completion of this course children are able to go on and study Sport Studies, PE BTEC or A Level PE at College.</p>	<p><b>Department</b> Physical Education</p>
	<p><b>Exam Board Website</b> <a href="http://www.OCR.org.uk">www.OCR.org.uk</a></p>
	<p><b>Syllabus Number</b> J829</p>
	<p><b>Type of qualification</b> Technical Award</p>
	<p><b>Tiered</b> No</p>
	<p><b>Grades</b> Pass, Merit, Distinction, Distinction*</p>
	<p><b>Assessment</b> Exam = 40% Coursework = 60%</p>
	<p><b>Course Contact</b> <b>Mrs Crisfield</b> PE teacher</p>

# Textiles

<p><b>Course Information:</b></p> <p>On this course, children work to develop a range of skills in textiles – printing, felting, batik, sewing, weaving and fabric construction. The children will also develop awareness of artists/designers through independent research and museum visits.</p> <p>Children 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><b>Successful children are....</b></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><b>Progression:</b></p> <p>This course would suit children who wish to go on to study related AS/A2 courses in fashion or interior design at college.</p> <p><b>* Children cannot select both Art and Textiles.</b></p>	<p><b>Department</b></p> <p>Creative Arts</p>
	<p><b>Exam Board Website</b></p> <p><a href="http://www.edexcel.org.uk">www.edexcel.org.uk</a></p>
	<p><b>Syllabus Number</b></p> <p>1TE0</p>
	<p><b>Type of qualification</b></p> <p>GCSE</p>
	<p><b>Tiered</b></p> <p>No</p>
	<p><b>Grades</b></p> <p>1 to 9</p>
	<p><b>Assessment</b></p> <p>Exam = 40%</p> <p>Coursework = 60%</p>
	<p><b>Course Contact</b></p> <p><b>Mrs J Wilson</b> 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 children 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](http://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](http://www.plotr.co.uk)

[www.plotr.co.uk/advice/articles](http://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](http://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](http://www.notgoingtouni.co.uk)

**Looking at Apprenticeships**

[www.apprenticeships.gov.uk](http://www.apprenticeships.gov.uk)

**Russell Group** – Representing 24 leading UK Universities.

[www.russellgroup.ac.uk/for-students](http://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>