

RAYNES

PARK HIGH SCHOOL

Year 9 into 10 Options Booklet

September 2022 Curriculum



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Dear Students and Families

Key Stage 4 Curriculum 2022 - 2024

We are delighted to welcome you to the Year 9 into 10 Options Event. This is a very important stage in your secondary school career. It is time for you to plan which courses and qualifications you wish to study for the next 2 years at Raynes Park High School. This stage of your education will provide you with the foundation you need to be able study courses and follow careers after your GCSEs.

The curriculum on offer provides you with an opportunity to choose from a range of subjects to ensure that you choose courses you will excel in. When planning your GCSEs, it is important to look forward, beyond the next two years and consider what you may wish to study in the 6th form, at college or undertake an apprenticeship in. Think about how the subjects you choose will support your career aspirations.

With the significant changes to the GCSEs as well as the requirements set out by the government, all students will be required to study either a Modern Foreign Language (French or Spanish) one of the Humanities subjects (Geography or History). Students will then have three free choices from the rest of the subjects on offer.

The decisions you make over the coming weeks will determine the subjects that you will study for the next two years. It is therefore important that you choose courses that interest you, you excel in and that you enjoy. Do not make your choices because you like a teacher or because your friends are choosing it. Your friendship groups may change over the next two years and we can never guarantee that your current teacher will be your teacher for the remainder of your time at Raynes Park High School.

This booklet, alongside the online resources, have been designed to support your decisions and help you to make appropriate choices about the courses to study in both Year 10 and Year 11. Our subject specialist teachers are available for you to ask questions about the courses, the subject content and the methods of assessment (exams, controlled assessment etc) and you will find their contact details in this booklet

As always, your feedback about this event is appreciated as this helps us improve the format for future years. Please forward any comments to us at your convenience, via school@raynespark.merton.sch.uk

Thank you for taking the time view our online event; we value your support.

Regards,

A Hogarth

Mr A Hogarth
Deputy Headteacher

ahogarth@raynespark.merton.sch.uk

THE CORE SUBJECTS

All students must study the following subjects up to the age of 16:

- English (Language and Literature)
- Mathematics
- Combined Science
- At least one of the following EBacc subjects; Geography, History, a Modern Foreign Language
- Core PE (Games – No Qualification)
- RE / PSHE (Delivered through drop days, assemblies and in tutor time)

Information about what you will study in these subjects is shown in the first section of this booklet.

| THE CORE SUBJECTS | |
|--|---|
| Subject | Notes |
| English Language English Literature | This is made up of English Language and English Literature |
| Mathematics | Mathematics |
| Science | Students choose to study one of the following courses in liaison with the Head of Science |
| ▪ Combined Science | All students – except those studying Triple Science |
| ▪ Triple Science | Subject to approval by the Science Department |

| Ebacc Subject - at least one from: | |
|------------------------------------|---|
| Geography | You can also choose more of these within the open choices |
| History | |
| French | |
| Spanish | |

| Compulsory – Non qualification | |
|--------------------------------|--|
| Core PE (Games) | This is an essential aspect of the curriculum to enable students to develop a healthy body as well as a healthy mind |

THE OPTION SUBJECTS

To complement the core and enhance your curriculum you will choose four option subjects from the following and two reserves.

| Subject | Notes |
|--------------------------------|--|
| Art and Design | |
| Business Studies | |
| Child Development and Care | |
| Computer Science | Cannot be studied alongside Digital Information Technology |
| Dance | Cannot be studied alongside Drama |
| Digital Information Technology | Cannot be studied alongside Computer Science |
| DT – Food and Nutrition | |
| DT – Product Design | |
| Drama | Cannot be studied alongside Dance |
| Geography | |
| History | |
| Media Studies | |
| MFL - French | |
| MFL - Spanish | |
| Music | |
| PE / Sport | |
| Religious Studies | |
| Triple Science | Ebacc Subject – to be selected as an open choice |

ENGLISH BACCALAUREATE

The English Baccalaureate is a collection of subjects that the government recommend for most students. It is to be awarded to any student who secures good GCSEs (current grade 5 and above) in all of the following subject areas:

- English (Language and Literature)
- Maths
- The Sciences (Combined or Triple)
and
- A Modern Foreign Language - French or Spanish
- A Humanities - History or Geography

The English Baccalaureate includes the academic subjects that are highly valued by the Russell Group and Oxbridge universities they are often called “Facilitating Subjects”. However, they are not currently a requirement to apply to these universities.

In making your decision regarding your choice of subjects there are many important factors to consider:

- Which subjects give me most enjoyment and satisfaction?
- What sort of job do I want?
- What qualifications will I need?
- How will I be assessed?
- Will I go to university, seek employment or complete an apprenticeship?

MAKING THE RIGHT CHOICES

It is important that you have a balanced curriculum and that you make informed choices. Make sure you get as much help and information as possible before making your options from these people;

- Your subject teachers
- Your Form Tutor
- Heads of Department – email addresses are in the course details
- Mr Malanaphy - Head of Year 9
- Mr Hogarth - Deputy Headteacher
- Careers Advisor – can be arranged in school
- Your parents/carers and other family members

Please be very clear about what you are choosing and why. You need to make sure that **YOU** have made the best possible choices. When you are considering which subjects to choose, you must think about the following;

- **Which subjects do I need to study for my future career?**
Consider a subject that might support your current career plans. Remember if you have no clear career plans yet, keep your curriculum broad and balanced
- **What do I enjoy?**
Choose a subject you have a real interest in, have a liking for and feel confident about
- **What am I good at?**
Choose a subject you are making progress in. Do **not** choose the subject because of your friends or teacher
- **Which subjects might I want to study in the Sixth Form and beyond?**
Consider subjects that support your progression into the Sixth Form, College or University

REMEMBER, the choices that are made are going to affect YOU.

- **DO NOT** choose a subject just because your friend has chosen it - you may be put in a different class and your friendship groups may change
- **DO NOT** choose a subject because you like the teacher - you may have a different teacher in Years 10 and 11
- **DO NOT** choose a subject because you think it is easier and less demanding than all the others - all subjects require disciplined work, homework and constant effort if you are to achieve your best

Clearly none of these three are sensible reasons for making decisions, which may affect your future.

Make sure you know what sort of work will be done in the subject during Years 10 and 11. In some cases what you have done up to now will not be a good guide to what is done later on. Consult the teachers, read the descriptions in this booklet, and be certain about what you are undertaking.

Your teachers at Raynes Park are here to help you with your options and to make sure that you have chosen what is best for you. Once you have made your *initial* choices/preferences we will look at these carefully. If necessary, we will hold individual interviews with you to discuss your options.

There are no guarantees. You may not be able to have all of your first choices, for all sorts of reasons. You must think very carefully about your 'reserve' options – the subjects you might wish to study if you cannot have your first option. The information published in this booklet is accurate at the time of printing but could be liable to change. We reserve the right to direct a student either towards or away from a particular course if it is felt to be in the student's best interest. Courses and/or subjects may also have to be withdrawn in the light of resource implications (for example, if only one or two students choose a particular option subject it is unlikely that the course will run).

GCSE GRADES FROM 2017

The government introduced a new grading system for all GCSE Examinations that became effective from 2017 in English and Maths and for most other subjects in 2018. This means your year group will not receive the traditional A* - G grades that we were accustomed to but will be graded on a number system.

The table below shows how this relates to the current grading system.



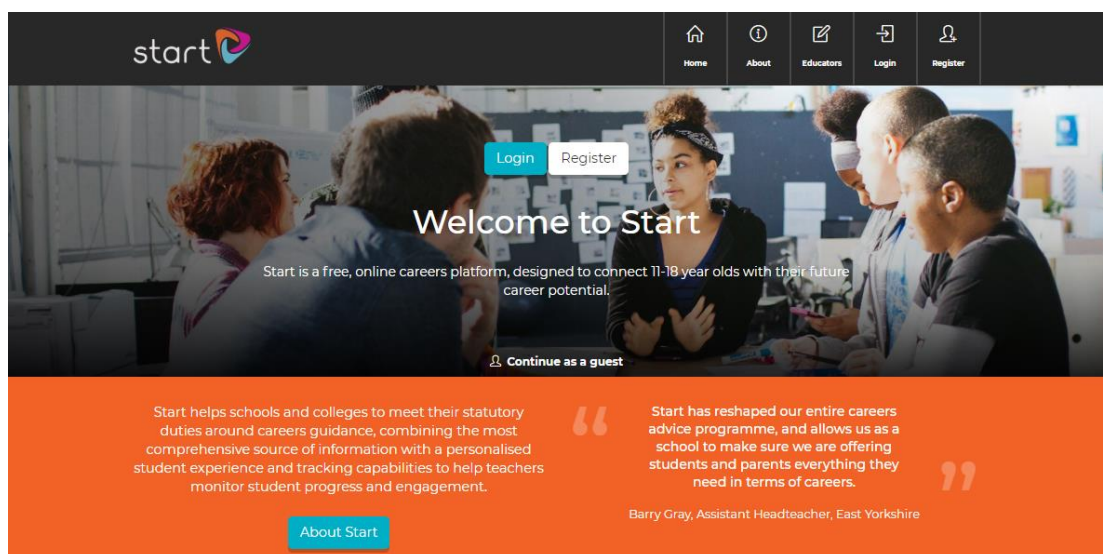
Department
for Education

Grading new GCSEs from 2017

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

CAREERS ADVICE

To help you understand which subjects would support your future career plans or to see which jobs are linked to a certain subject go to www.startprofile.com. Here you can set up an account or log in as a guest and search for a particular career or subject in the search bar. Each career will give you details of the qualifications at Level 2 that are relevant.



If you would like to speak to someone in school about your future or to receive some careers advice please contact Mrs Fowler (jfowler@raynespark.merton.sch.uk) in the first instance who will be able to arrange this.

OPTIONS PROCESS TIMELINE

| DATE | ACTION |
|---|---|
| Thursday 10 th February 2022 | Year 9 Options Evening – Online Launch |
| Thursday 3 rd March 2022 | Year 9 Parent / Carer Evening |
| Monday 14 th March 2022 | Deadline for online options forms to be submitted |
| Summer Term 2022 | Options choice confirmation issued to students and parents / carers |
| September 2022 | Year 10 – KS4 courses begin |
| Friday 23 rd September 2022 | Final option subject change deadline. Students will not be able to change courses after this date. |

Core Subject Information

2022 – 2024

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| English: | |
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| Mathematics | 11 |
| Science: | |
| Students choose to study one of the following courses based on their KS3 Science level and in liaison with the Head of Science. | |
| ▪ Combined Science | 12 |
| ▪ Triple Science: Biology, Chemistry and Physics | 13 |
| <i>At least one from:</i> | |
| ▪ Geography | 14/15 |
| ▪ History | 16 |
| ▪ A Modern Foreign Language (MFL) | 17 |
| <u>Compulsory</u> | |
| ▪ Physical Education (non-qualification) | 18 |



English Language

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|---|---|---|------|
| Why study this subject? | Studying English develops a range of skills, which you will rely upon in real-world contexts. The course is designed to improve your reading, writing and verbal communication skills by exposing you to a number of specific forms within each area. For example, you will focus on literary fiction, literary non-fiction and a wide variety of other non-fiction texts, interrogating them through deep analysis and interpretative skills, which you will improve upon in the coming two years of study. We want you to be curious about what you learn throughout the course. By cultivating this sense of 'discovery', we will mould you into independent learners with the maturity to tackle the course adeptly, and as a result, you will have the necessary skills in reading, writing and verbal communication to excel in whatever you choose to do after your GCSEs. | | |
| What topics will I cover and learn in this subject? | <ul style="list-style-type: none"> ▪ Reading: Fictional literature texts ▪ Reading: Literary non-fiction texts ▪ Reading: Non-fiction texts ▪ Writing: Descriptive writing ▪ Writing: Narrative writing ▪ Writing: Writing to present a viewpoint ▪ Spoken Language: Presenting ▪ Spoken Language: Responding to questions and feedback | | |
| Which exam board and specification is it? | AQA English Language 8700 | Qualification type? | GCSE |
| How will I be assessed? | Internally? | Externally? | |
| | The Spoken Language component will be assessed internally but will not count towards the overall GCSE English Language grade. This assessment will be recorded as a separate recorded grade. | Exam Paper 1: Fiction and creative writing Exam Paper 2: Non-fiction and transactional writing | |
| When will I be assessed? | The spoken language component will be assessed during the two years of study. You will take the two exam papers at the end of the two-year course in June 2024. | | |
| What activities can I expect to do in this subject as part of the learning and assessment? | <ul style="list-style-type: none"> ▪ Reading comprehension ▪ Analytical and critical thinking ▪ Group communication tasks ▪ Drama and role play ▪ Writing for different audiences and purposes ▪ Grammar drills and tests ▪ Linguistic analysis ▪ Essay writing | | |
| Will I need any special / different equipment? | You will be recommended which copies of the texts you should study in Key Stage 4 at the end of Year 9. You will also receive advice on which revision guides are best for you by your GCSE teacher. | | |
| The future: What A levels, careers and university courses does this link to? | A good grade in GCSE English Language will open many doors of opportunity and will, alongside English Literature, be one of the bench marks against which students are measured when colleges and universities are selecting students. Many A Level subjects require a GCSE English Language grade 5 and a grade 6 is necessary to study the sciences. Common careers linked to this subject are advertising, publishing, public relations and teaching. | | |
| Is there anything else I need to know? | The GCSE grades will be on a 0 - 9 scale. Grade 5 is the benchmark for courses in Further Education although Grade 4 is considered a standard pass. | | |
| Where would I get any further information from? | More details are available on the AQA website: https://www.aqa.org.uk/subjects/english/gcse/english-language-8700 You can contact Mrs Scott, Head of English, if you would like further information on: escott@raynespark.merton.sch.uk | | |
| Entry Requirements | This is a compulsory core subject therefore all students must study English Language. | | |



English Literature

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|---|---|---|------|
| Why study this subject? | Studying English Literature allows candidates to experience a range of literature with a wide variety of appeal drawn from contemporary and modern texts. These texts can originate from across the globe and have had a significant influence on our English literary and cultural heritage. Through studying the plays of Shakespeare and J.B Priestley, a novel from the work of Stevenson and poetry, students will become adept at analysing and interpreting literature in a variety of formats. Through these studies students will be required to inquire and think critically, which is excellent for developing problem solving, communication, reading and writing skills. | | |
| Which topics will I cover and learn in this subject? | <ul style="list-style-type: none"> ▪ A Shakespeare play (Macbeth) ▪ 19th century novel (Dr Jekyll and Mr Hyde) ▪ A modern text (An Inspector Calls) ▪ Poetry Anthology (Power and Conflict) ▪ Unseen poetry | | |
| Which exam board and specification is it? | AQA English Literature 8702 | Qualification type? | GCSE |
| How will I be assessed? | Internally? | Externally? | |
| | N/A | Two written exams equalling 100% of the qualification | |
| When will I be assessed? | Assessment in English is continuous. We will constantly monitor your ability to understand and interpret information and your ability to write accurately. You will complete regular assessments in preparation for Paper 1 and Paper 2. However, the GCSE exams will be taken at the end of the two-year course in May/June 2024. | | |
| What activities can I expect to do in this subject as part of the learning and assessment? | <ul style="list-style-type: none"> ▪ Reading comprehension ▪ Analytical and critical thinking ▪ Group communication tasks ▪ Drama and role play ▪ Writing for different purposes ▪ Grammar drills and tests ▪ Reading ▪ Linguistic analysis ▪ Timed essay writing ▪ Exploration of historical, social and political issues across time | | |
| Will I need any special / different equipment? | You will be recommended which copies of the texts you should study in Key Stage 4 at the end of Year 9. You will also receive advice on which revision guides are best for you by your GCSE teacher. | | |
| The future: What A levels, careers and university courses does this link to? | A good grade in GCSE English Literature will open many doors of opportunity for you. A high grade is particularly valuable to students who wish to study A Levels and go to university. Literature is a subject held in high regard by academic institutions. Common careers linked to this subject are marketing, journalism and law. | | |
| Is there anything else I need to know? | The GCSE grades will be on a 0-9 scale. Grade 5 is the benchmark for courses in further education, although a grade 6 is required to study A Level Literature. Reading as widely as possible and as regularly as you can will ensure that you are in a good position to achieve a high grade in this subject. Also, an excellent grasp of current, international and world affairs will be of benefit. | | |
| Where would I get any further information from? | More details are available on the AQA website: https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702 You can contact Mrs Scott, Head of English, if you would like further information on: escott@raynespark.merton.sch.uk | | |
| Entry Requirements | This is a compulsory core subject therefore all students must study GCSE Literature. | | |

Mathematics



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|---|---|--|------|
| Why study this subject? | <p>Mathematics provides a powerful universal language and an intellectual toolkit for abstraction, generalisation and synthesis. It is of central importance to a modern society as Mathematics underpins the knowledge of the economy and is the language of science to enable us to develop new technologies.</p> <p>Mathematical skills are highly valued and sought after by a variety of employers. Mathematics disciplines the mind, develops logical and critical reasoning and develops problem-solving skills to a high degree. Employment surveys show that graduates in mathematical subjects are in increasing demand in the UK economy.</p> | | |
| What topics will I cover and learn in this subject? | <p>There are 6 main strands to the mathematical content of GCSE Mathematics: Number, Algebra, Geometry & Measures, Statistics, Probability, Ratio, Proportion & Rates of Change</p> <p>Functional elements have been embedded in the course so that students are able to use mathematics in real-life contexts.</p> <p>In their 'Using and Applying' of Mathematics students will develop their thinking skills so they will learn how to form convincing arguments, to justify findings and general statements and to work logically towards results and solutions.</p> | | |
| Which exam board and specification is it? | Edexcel Mathematics Linear 1MA1 | Qualification type? | GCSE |
| How will I be assessed? | Internally? | Externally? | |
| | Regular testing, feedback and target setting to award current working grades and assess progress | Linear 1MA1 - 100% examination at the end of the 2-year course | |
| When will I be assessed? | Students will be examined in June of Year 11 with three written papers - Paper 1 (Non Calculator) & Paper 2 and 3 (Calculator). | | |
| What activities can I expect to do in this subject as part of the learning and assessment? | <p>Students are encouraged to work collaboratively on tasks that require them to express their thoughts and verbalise their ideas. This discursive way of working allows students to express a deeper and richer level of understanding of underlying mathematical concepts.</p> <p>They will work on sequences of tasks with increasing level of difficulty to make progress in a variety of real and abstract contexts and to work on cross-curricular problems arising in other subjects.</p> <p>Mathematics is not a group of isolated topics but an interconnected web of ideas. Students will be shown how to make these connections by linking to previous work and building on prior knowledge.</p> | | |
| Will I need any special / different equipment? | A scientific calculator is a necessity and must be brought to every lesson so that students know how to use their own calculator under exam conditions. Other standard geometry equipment such as compasses, protractors, rulers are also required. | | |
| The future: What A levels, careers and university courses does this link to? | A grade 7 or above at GCSE Mathematics leads on to A Level Maths at RPHS as well as other courses such as Economics and the Sciences. Possible future careers include accountancy, finance, engineering, IT, surveying, meteorology. | | |
| Is there anything else I need to know? | Useful websites are www.hegartymaths.com and www.mathswatchvle.com – students receive their own individual login and password details. | | |
| Where would I get any further information from? | <p>More details are available on the Pearson website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html You can contact Mr Tombs, Head of Mathematics, if you would like further information on: jtombs@raynespark.merton.sch.uk</p> | | |
| Entry Requirements | This is a compulsory core subject therefore all students must study Mathematics. | | |

Combined Science: (Two GCSEs)



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|---|---|----------------------------|--|
| Why study this subject? | <p>Science is becoming an increasingly dominant subject in the news from climate change and electric cars to discovering new black holes and innovative medical treatments. Studying Science gives you the skills and knowledge to really understand the headlines and the world around you, opening up the opportunity for you to make a difference.</p> <p>Combined Science is taught in Year 9, 10 and 11 and enables you to gain skills and knowledge in the three core Science subjects: Biology, Chemistry and Physics. Lessons are varied and can include practical investigations, debates and problem-solving; all of which provide you with a critical and analytical mindset and many important skills for higher education and the world of work.</p> <p>Students will gain a good background across the three subjects that will allow them to pursue level 3 courses (BTEC or A-levels) in the Sciences.</p> <p>Successful completion of this course leads to the award of two GCSE qualifications.</p> | | |
| What topics will I cover and learn in this subject? | <p>Biology: cells and organisation; disease and bioenergetics; biological responses; genetics and reproduction and ecology. Chemistry: atoms, bonding and moles; chemical reactions and energy changes; rates, equilibrium and organic chemistry; and analysis and the Earth's resources. Physics: energy and energy resources; particles at work; forces in action; waves and electromagnetism..</p> | | |
| Which exam board and specification is it? | AQA Combined Science Trilogy 8464 | Qualification type? | GCSE |
| How will I be assessed? | Internally? On-going teacher assessment for each topic, through assessment for learning tasks and end of topic tests. | | Externally? Six exams at the end of Year 11 covering 100% of the content including the 16 core practicals that will be delivered in lesson time. These assessed practicals will be moderated and checked by the exam board. |
| When will I be assessed? | Exams take place in May/June of Year 11. Internal assessment will be on-going throughout the course. | | |
| What activities can I expect to do in this subject as part of the learning and assessment? | Lessons will vary depending on the topics being studied but at all stages of the course practical investigations and demonstrations are used wherever possible to support learning. Debates, careers-based learning, problem-solving and analysis are also used across the course. | | |
| Will I need any special / different equipment? | A calculator is necessary for every lesson. | | |
| The future: What A levels, careers and university courses does this link to? | A Levels in Biology, Chemistry, Physics and Psychology; continuing onto degrees in Chemistry, Biochemistry, Engineering, Dentistry, Environmental sciences, Forensic Science, Geology, Food Science, Medicine and Psychology. The wide range of skills provided by Combined Science GCSE is greatly valued by many university courses and employers. | | |
| Is there anything else I need to know? | This course is ideal for those students wishing to pursue a career in Science | | |
| Where would I get any further information from? | More details are available on the AQA website: https://www.aqa.org.uk/subjects/science/gcse The BBC bitesize website http://www.bbc.co.uk/schools/gcsebitesize/science/ or you can contact Miss Bowes, Head of Science, if you would like further information on: mbowes@raynespark.merton.sch.uk | | |
| Entry Requirements | None – it is compulsory for all students not taking the Triple Science option. | | |

Triple Science (Three GCSEs)



Why study Triple Science?

Triple Science is a combination of three GCSEs made up of Biology, Chemistry and Physics units, each taught by specialist teachers. It is taught over two years and students leave Year 11 with three combined GCSE qualifications in Biology, Chemistry and Physics. Studying Triple Science as a separate GCSE is a fantastic opportunity for those students who love learning Science and want to learn more about the world around them. Content follows all the same structure as Combined Science, but certain topics are explored in much greater detail with more practical work, providing even more chance to explore and explain the natural world.

Triple Science is particularly beneficial for students wishing to pursue a higher education or a career in Science as it gives students more detailed knowledge, skills and confidence to go on to study science at A-Level and subsequently at university. According to the Department for Education, three quarters (75%) of Triple Science students achieving the highest grades progress to A Level Science subjects, while only 59% of Double Science students achieving the highest grades progress to A Level Science subjects. Skills gained in Science lessons are highly desirable to employers and universities alike. Employers are willing to pay a premium for staff with STEM skills, with surveys showing 40% of companies in Science and IT and 33% in construction reporting that STEM graduates earn more than other graduates.

Triple Science GCSE is also included in the English Baccalaureate and is taken in place of Combined Science. The GCSEs are assessed through 100% examination at the end of Year 11 and students will cover 24 core practicals in lesson time.

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| Entry Requirements | Entry to Triple Science are based upon your current grade and teacher recommendation. To be considered please select Triple Science as an Open Choice on the options form. |
|---------------------------|--|

Geography



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|---|---|----------------------------|---|
| Why study this subject? | In Geography we aim to answer many of the fascinating questions raised both by the natural world and by the 8 billion people who inhabit our planet. Studying Geography will help you understand what is happening in the news. It will also introduce you to concepts and events you never knew existed. You will investigate why processes occur, their effects on people and the planet and consider solutions to the many challenges we face. | | |
| What topics will I cover and learn in this subject? | <p>You will prepare for 3 exam papers over the 2 years. All 3 exams will be taken at the end of Year 11:</p> <ul style="list-style-type: none"> ▪ Living with the physical environment <ul style="list-style-type: none"> ○ The challenge of natural hazards (earthquakes, extreme weather etc.) ○ Physical landscapes in the UK (coasts, rivers etc.) ○ The living world (ecosystems such as deserts and rainforests) ▪ Challenges in the Human Environment <ul style="list-style-type: none"> ○ Urban issues and challenges (opportunities and problems affecting the world's cities) ○ The changing economic world (rich and poor around the world, globalisation, transnational corporations and their impact) ○ The challenge of resource management (issues related to getting hold of food, water and energy) ▪ Geographical Applications <ul style="list-style-type: none"> ○ Looking at the inter-relationships between everything we'll study ○ Acquiring and using Geographical skills ○ Fieldwork (carrying out enquiries in contrasting environments outside of the classroom) | | |
| Which exam board and specification is it? | AQA Geography 8035 | Qualification type? | GCSE |
| How will I be assessed? | <p style="text-align: center;">Internally?</p> <ul style="list-style-type: none"> ▪ There will be regular end of topic assessments within lessons throughout year 10 and 11 ▪ Pre Public Exam at the end of Year 10 ▪ Pre Public Exam in January of Year 11 | | <p style="text-align: center;">Externally?</p> <p>Total of three written papers</p> <ul style="list-style-type: none"> ▪ Papers 1 and 2: Living with the physical environment and Challenges in the human environment. Each of these 2 papers is a written exam of 1 hour 30 minutes. They are worth 88 marks each (including 3 marks for SPaG) and worth 35% each of the GCSE. ▪ Paper 3: Geographical Applications Written exam of 1 hour 15 minutes. The paper is worth 76 marks (including 6 marks for SPaG) and worth 30% of the GCSE. |
| When will I be assessed? | All three GCSE Exam papers will be sat in the summer term of Year 11. | | |
| What activities can I expect to do in this subject as part of the learning and assessment? | <p>Alongside the subject content, you'll also learn:</p> <ul style="list-style-type: none"> ▪ how to recognise the different sides in debates and make decisions based on sound argument ▪ how to undertake a fieldwork enquiry developing transferable skills in research, data collection, analysis and evaluation ▪ written/verbal communication skills, including report writing and data presentation ▪ the highly regarded skills of being able to work independently and within a team, considering different ideas and coming to an agreed consensus ▪ how to develop and use a wide range of maps from atlas to Ordnance Survey to maps in association with photographs ▪ numerical and statistical skills. | | |

| | |
|--|---|
| <p>The future: What A Levels, careers and university courses does this link to?</p> | <p>Choose GCSE Geography and you'll learn how today's world was shaped and understand the challenges we'll face in the future. You'll also examine the Earth's natural resources and the increasing battles between the man-made and natural world. This knowledge, paired with your essential curiosity, will give you vital transferable skills for success in further education and the workplace.</p> <p>Employers and universities value the broad range of skills that students develop studying Geography. It fits together with most other subjects from both the sciences and the arts at GCSE and at A level. The course is excellent preparation for careers in planning, tourism, resource management, environmental consultancy and geographical information systems but many geographers also branch out into other careers such as journalism, law, and finance. Geography is very often ranked as one of the most employable qualifications by employment experts and universities. Employment rates and average earnings for Geography students are higher than for the majority of other subjects.</p> |
| <p>Is there anything else I need to know?</p> | <p>There may be some small additional costs associated with this course due to the compulsory fieldwork components of the qualification.</p> |
| <p>Where would I get any further information from?</p> | <p>More details are available on the AQA website: https://www.aqa.org.uk/subjects/geography/gcse/geography-8035 For information on study and careers with Geography from the Royal Geographical Society https://www.rgs.org/geography/studying-geography-and-careers/ You can contact Mr Collman, Head of Humanities, if you would like further information on: gcollman@raynespark.merton.sch.uk</p> |
| <p>Entry Requirements</p> | <p>Students should be making good progress in Geography and will need strong literacy and numeracy skills</p> |



History

| | | | |
|---|--|--|------|
| Why study this subject? | The study of history at GCSE level should enable students to: <ul style="list-style-type: none"> ▪ Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history ▪ Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers ▪ Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context ▪ Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them ▪ Organise and communicate their historical knowledge and understanding and reach substantiated conclusions. ▪ Have a genuine interest and passion in history | | |
| What topics will I cover and learn in this subject? | Paper 1: Thematic study and historic environment Crime and Punishment in Britain 1000-Present Paper 2: Period study and British depth study Early Elizabethan England, 1558–88 Super Power relations and the Cold War 1941-1991 Paper 3: Modern depth study Weimar and Nazi Germany, 1918–39 | | |
| Which exam board and specification is it? | Edexcel History 1HI0 | Qualification type? | GCSE |
| How will I be assessed? | Internally | Externally? | |
| | In the new GCSE (as of 2018) there is no internally assessed coursework | Assessment consists of three externally examined papers. | |
| When will I be assessed? | Students must complete all assessment in May/June in any single year | | |
| What activities can I expect to do in this subject as part of the learning and assessment? | Information handling, extended writing, evaluation of film and internet source material, museum visits, source analysis, use of paintings, posters and photographs and independent study. | | |
| The future: What A levels, careers and university courses does this link to? | Subjects that would work well together when studied as a group – History, English, Economics, Law, Government and Politics, Sociology, Geography, Media studies. As for university and beyond the study of history is considered vital for a wide range of career options including journalism, the law, the civil service, all areas of the wider media, local government, the travel industry, human resources.....indeed any area where you need to be an independent thinker with outstanding communication skills. | | |
| Where would I get any further information from? | More details are available on the Pearson website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html The Historical Association www.history.org.uk You can contact Mr Harris, Head of History, if you would like further information on: dharris@raynespark.merton.sch.uk | | |
| Entry Requirements | Students should be making good progress in History and will also need strong literacy skills | | |



MFL: French and Spanish

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| <p>Why study this subject?</p> | <p>The ability to speak a Modern Foreign Language is a key skill in a global economy, in which 75% of people speak no English at all. An increasing number of institutions in the public and private sectors, education and business now favour a working knowledge of another language. It is beneficial as a means of advancing career prospects: those who can speak a foreign have higher average earnings than their monolingual peers.</p> <p>There are many other benefits to being able to speak in a foreign language. It enables people to achieve success in work not just abroad, but also in the UK; communicate effectively when travelling or dealing with people from around the world; appreciate the culture of other communities. Languages at GCSE are also highly regarded by universities as facilitating qualifications for a range of academic degrees.</p> <p>Learning a language helps to develop sought-after soft skills such as communication, presentation, organisation, problem-solving and independence. A modern language equips students with a flexible mind, a sound knowledge of their own grammar, vocabulary and the ability to transfer such knowledge to new contexts. The sense of satisfaction and pride in communicating successfully in a different language helps raise self-esteem.</p> | | |
| <p>What topics will I cover and learn in this subject?</p> | <p>GCSE Modern Foreign Languages covers the four key skills of Listening, Speaking, Reading and Writing. Students will learn how to communicate on topics related to themselves and their own interests as well as relevant issues from the country of their chosen language.</p> <p>The different topic areas which will be covered are based on Self, Family, Friends and Relationships; Home Life and Local Area; Holidays and Travel; School and Further Education; The World of Work; Leisure and Entertainment and global issues.</p> <p>Students learn to express themselves in a variety of situations they might encounter in a French/Spanish speaking country, to express themselves in writing and speech using a variety of tenses, opinions and reasons; describing, comparing and contrasting. They will also translate into English and into the foreign language.</p> | | |
| <p>Which exam board and specification is it?</p> | <p>Edexcel French 1FR0 or Spanish 1SPO</p> | <p>Qualification type?</p> | <p>GCSE</p> |
| <p>How will I be assessed?</p> | <p>Internally?</p> <p>Regular end of module assessments in the four skills (listening, speaking, reading and writing)</p> | <p>Externally?</p> <p>The final exams in all four skills are each worth 25%, and take place at the end of Year 11.</p> | |
| <p>When will I be assessed?</p> | <p>Regular informal assessments will take place throughout the whole of Key Stage 4, with formal trial examinations at the end of Year 10 and in Year 11</p> | | |
| <p>What activities can I expect to do in this subject as part of the learning and assessment?</p> | <p>You will develop your ability to use and manipulate language in familiar and unfamiliar contexts in the four key skills through appropriate activities at both Foundation and Higher Level.</p> | | |
| <p>Will I need special equipment?</p> | <p>A dictionary and verb table at home would be very helpful.</p> | | |
| <p>The future: What A levels, careers and university courses does this link to?</p> | <p>A GCSE in a Modern Foreign Language can lead on to A Level and degree level, as well as other more vocational post-sixteen courses such as Travel and Tourism. In the world of work a language is needed not only in more obvious fields such as education and tourism, but also in business, finance, retail, public administration, manufacturing, local and national government, research and many other sectors. A language is the perfect combination with either other arts or science subjects.</p> | | |
| <p>Where would I get any further information from?</p> | <p>More details are available on the Pearson website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.html https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html You can contact Ms Lorimer, Head of MFL, for further information on: clorimer@raynespark.merton.sch.uk</p> | | |
| <p>Entry Requirements</p> | <p>Interest, enthusiasm and a commitment to weekly independent learning</p> | | |

Physical Education (Core)

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| Why study this subject? | Physical Education enables all young people to make a good start in achieving a healthy and active lifestyle. It also gives the students a chance to participate within teams which is good practice in terms of team cohesion; these skills are highly valued in many work environments. The Physical Education department prides itself in promoting the school house system and students will regularly take part intra school competition during their Physical Education lessons. |
| What topics will I cover and learn in this subject? | Students will take part in a wide range of different sporting activities. Sports are tailored to fit the needs and the abilities of each set so every student can achieve success in Physical Education. |
| What activities can I expect to do in this subject as part of the learning and assessment? | Students will work on each sport for a sequence of 6 lessons giving them time to progress in each given sport. As Physical Education is a compulsory part of the National Curriculum all students are expected to take part. Students will be constantly assessed in their lessons but will not be given a formal grade or level at the end of the course. |
| Will I need any special / different equipment? | Students will be required to bring full Raynes Park Physical Education kit as per normal PE lessons. |
| Is there anything else I need to know? | Students are to be made aware that all the same rules of lesson will apply in terms of behaviour and the expectations of consistently bringing kit. |
| Where would I get any further information from? | You can contact Mr Sanderson or Mr Prichard if you would like further information on: jsanderson@raynespark.merton.sch.uk lprichard@raynespark.merton.sch.uk |

Optional Subject Information

2022 - 2024

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Art and Design

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| Why study this subject? | During the two-year Art and Design course students will have exciting opportunities to develop a wide range of art and design skills as well as expressing their ideas and individuality through personal art work. The course prepares students for exciting art and design careers. The Art and Design course gives students the skills to research and develop their thoughts independently. This course is ideal for students who have imagination, flair, are hardworking, independent and enjoy experimenting with a range of materials and expressing their ideas in a visual format. | | |
| What topics will I cover and learn in this subject? | <p>Critical Studies: Students will have the opportunity to engage with a wide range of art work from contemporary artists and different cultures. Through visiting galleries, they will have first-hand experience of analysing and working from a range of works of art.</p> <p>Skill Areas: Students will build on processes studied in Key Stage 3 and be introduced to more advanced techniques. As well as developing painting and drawing skills students will also be introduced to photography, 3-D techniques and print making.</p> <p>Topics: Students will use the skills learnt to investigate a range of themes e.g. The Urban Landscape to cover the assessment criteria.</p> | | |
| Which exam board and specification is it? | AQA Art and Design 8202 | Qualification type? | GCSE |
| How will I be assessed? | Internally? All work is marked and moderated by the student's art teachers. 60% Coursework 40% Exam | Externally? An external moderator will visit the school to check the marks to ensure the work is assessed in line with national standards. | |
| When will I be assessed? | <p>Coursework: All work that students produce will form part of the coursework portfolio and will be assessed.</p> <p>Exam: Students will be set an exam question by the exam board. The students will have 8 weeks to prepare for their exam, in this time they will produce preparatory studies in the form of a folder. Students will sit a 10-hour exam to complete their final piece. Preparatory studies and work produced in the final exam will be assessed and contribute towards the exam mark.</p> <p>The Controlled Test will be 40% of the marks and the coursework is 60%</p> | | |
| What activities can I expect to do in this subject as part of the learning and assessment? | <p>Students will be asked to hand in a range of work to cover 4 assessment criteria: (1) Using artists to develop ideas (2) Experimenting, developing and refining ideas (3) Recording ideas through drawing, photographs and annotation (4) A final outcome based on research and artists' work.</p> <p>A final controlled test will cover the assessment criteria as the coursework and student's prep studies (folder) and final piece (10 hour exam) will be assessed.</p> | | |
| Will I need any special / different equipment? | It is strongly advised that students have a range of art materials at home in order for them to complete homework to the required standard. Starter Art packs are available to buy from the Art department at minimum cost. | | |
| The future: What A levels, careers and university courses does this link to? | The course prepares students for exciting art and design careers. It will open opportunities to a large range of post-16 courses including Photography, Graphics, Fashion, Media Studies, Hairdressing as well diplomas in Art and Design. Future careers could include 3D artist, animation, illustrator, art gallery management, interior design or architecture. | | |
| Is there anything else I need to know? | Art and Design GCSE is a coursework based subject therefore that there is an understanding that all work produced (including homework) will form part of the assessed coursework. Students will be required to attend art club if work is not completed. | | |
| Where would I get any further information from? | <p>More details are available on the AQA website: https://www.aqa.org.uk/subjects/art-and-design/gcse and www.bbc.co.uk/schools/gcsebitesize/art</p> <p>You can contact Miss Perrotta, Head of Art & Photography, if you would like further information on: sperrotta@raynespark.merton.sch.uk</p> | | |
| Entry Requirements | The Art and Design GCSE is a coursework based subject therefore students will need to have very good attendance and a proven record of completing homework consistently and to a good standard. You must also show the ability to think creatively and independently. | | |

Business Studies

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| Why study this subject? | Have you ever wondered why EasyJet can sell its plane tickets for a fraction of the price charged by airlines such as British Airways and still be a highly profitable business? Or how changes in external factors such as a global recession or pandemic can affect the performance of businesses such as Tesco and Marks and Spencer? Or how it is that Lidl paved their way to be one of the 'top 5' supermarket chains in the UK? If you study Business you will be able to answer these questions and more. Business Studies teaches how businesses distribute goods and services to satisfy a public need or demand and how businesses measure their success. The course will also will help you to make more informed decisions about how and why people start businesses and the risks attached to doing so | | |
| What topics will I cover and learn in this subject? | The course will cover key components of Business Studies including finance and accounting, organisational structures, functional areas of businesses, public and private sector aims, non-for-profit organisations, raising finance, marketing concepts, stakeholder conflict, human resources, commercial legislation, economic, political, social and technological constraints on businesses and the corporate social responsibility of businesses. | | |
| Which exam board and specification is it? | NCFE Level L1/2 Technical Award in Business and Enterprise 603/2955/5 | Qualification type | Level 2 Vocational BTEC |
| How will I be assessed? | Internally | Externally | |
| | One synoptic project (coursework) unit 60% (externally verified) | One written exam unit: 40% | |
| When will I be assessed? | The written examination will be graded Level 1, Level 2 Pass, Level 2 Merit & Level 2 Distinction. The coursework component will also be graded Level 1, Level 2 Pass, Level 2 Merit & Level 2 Distinction (this will be internally assessed by the class teacher and externally moderated by an examiner). The overall Business Studies course will be graded: L1P, L1M, L1D, L1D*, L2P, L2M, L2D, L2D* | | |
| What activities can I expect to do in this subject as part of the learning and assessment? | Year 10 will be heavily theory based to prepare for the examination that will take place in November of Year 11. You will learn new subject knowledge that centres around businesses and their day-to-day practices. We will unpick case studies and scenarios using contextual information and assess the performance of businesses by preparing financial statements such as cash flow forecasts and break-even charts. We will also practice preparing examination responses to support your new subject knowledge. In Year 11 you will sit the theory examination in November and then undertake an extensive synoptic research project that the examination board will be required to approve in the spring term. | | |
| Will I need any special / different equipment? | It would be useful but not essential to have access to information sources i.e. a computer/ the internet to assist with the completion of your studies. | | |
| The future: What A levels, careers and university courses does this link to? | This qualification will provide you with a broad appreciation of Business Studies and will create wider opportunities for your progression to further education, employment or training. There are natural progression links to A Level Business Studies and Economics courses. Business Studies can lead to widely regarded Degree courses i.e. Business Management, Accountancy, Marketing or Economics. This pathway will also make you an attractive candidate for careers in Banking, Accountancy, Finance, Law or Management consultancy. | | |
| Is there anything else I need to know? | Business Studies will involve learning a lot of new academic vocabulary as well as a commitment to essay writing. There is a significant accounting and finance element to this course so these factors should be carefully considered. It is important that you have a lively and enquiring mind, an interest in reading academic literature and take an interest in current economic and political affairs. You should be self-motivated, able to work independently and meet deadlines. | | |
| Where would I get any further information from? | More details are available on the NCFE website: https://www.qualhub.co.uk/qualification-search/qualification-detail/nfce-level-12-technical-award-in-business-and-enterprise-4594 You can contact Ms Sandhu, Head of Business Studies, if you would like further information on: rsandhu@raynespark.merton.sch.uk | | |
| Entry Requirements | Please note that Business Studies is a literacy and numeracy based subject so strong essay writing skills and Mathematics problem solving skills are essential. | | |

Child Development and Care

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| <p>Why study this subject?</p> | <p>This qualification provides learners with the opportunity to gain a vocational qualification that gives them an introduction to the child care and early years' sector. The course provides an opportunity for learners to gain an introduction to a wide range of themes connected to the roles and responsibilities of the early year's practitioner. It will encourage the learner to apply their knowledge and work through a range of case studies that will challenge them to problem solve and relate their understanding of the early year's practitioner role and child development.</p> <p>This course has been developed to recognise learner's skills, knowledge and understanding of child development and care:</p> <ul style="list-style-type: none"> ▪ Develop learner's skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the sector ▪ Encourages progression to level 3 programmes of study or apprenticeship routes | | |
| <p>What topics will I cover and learn in this subject?</p> | <p>This qualification consists of 1 unit which will be broken down into the following subtopics:</p> <ul style="list-style-type: none"> ▪ Child Development ▪ Factors that influence the child's development ▪ Care routines, play and activities to support the child ▪ Early years provision ▪ Legislation, policies and procedures in the early years ▪ Expectations of the early year's practitioner ▪ Roles and responsibilities within early years settings ▪ The importance of observations in early years childcare ▪ Planning in early years childcare | | |
| <p>Which exam board & specification is it?</p> | <p>NCFE CACHE level 1 / 2 Technical Award in in Child Development and Care in the Early Years 603/7012/9</p> | <p>Qualification type?</p> | <p>NCFE CACHE Level 1 / 2 Technical Award.</p> |
| <p>How will I be assessed?</p> | <p style="text-align: center;">Internally</p> <p>An exam board set task done over the course of 14 hours which is marked by teachers and moderated by the exam board. This is a synoptic project.</p> | | <p style="text-align: center;">Externally</p> <p>Unit 3 is a 1 hour and 30 min written paper</p> |
| <p>When will I be assessed?</p> | <p>The content will be taught in Year 10 and 11 with school assessments throughout. Students will sit the set task assessment in Year 11 and the examination in Year 11</p> | | |
| <p>What activities can I expect to do in this subject as part of the learning and assessment?</p> | <p>Learners will complete tasks that can be presented in the form of a report, mind maps and posters, using a variety of IT programmes.</p> <p>Learners will get to plan and take part in activities which support the development of children from 0-5 years. Learners will use a variety of resources and props to demonstrate how children develop and the role of carers. External speakers will share their knowledge and understanding of child development and the work place. Video clips and documentaries will be used to bring theory to life.</p> | | |
| <p>Will I need any special / different equipment?</p> | <p>N/A</p> | | |
| <p>The future: What A levels, careers and university courses does this link to?</p> | <p>This work related qualification will support progression to level 3 equivalent in Health and Social Care or the Early Years sector. Possible future careers could be in; early years education, social work, youth work, early years care, nursing, midwifery and other healthcare professions.</p> | | |
| <p>Where would I get any further information from?</p> | <p>More details are available on the NCFE website: https://www.ncfe.org.uk/media/tlffyqit/603-7012-9-qualification-specification-version-1-0-draft.pdf You can contact Mrs Pugh, Head of Social Science, if you would like further information on: rpugh@raynespark.merton.sch.uk</p> | | |

Computer Science

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| Why study this subject? | <p>The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on six areas of equal importance, which cover the:</p> <ul style="list-style-type: none"> ▪ understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. ▪ analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. ▪ think creatively, innovatively, analytically, logically and critically ▪ understand the components that make up digital systems, and how they communicate with one another and with other systems ▪ understand the impacts of digital technology to the individual and to wider society ▪ apply mathematical skills relevant to Computer Science. | | |
| What topics will I cover and learn in this subject? | <p>Computer Systems</p> <ul style="list-style-type: none"> ▪ Systems architecture ▪ Memory and storage ▪ Computer networks, connections and protocols ▪ Network security ▪ Systems software ▪ Ethical, legal, cultural and environmental impacts of digital technology | <p>Computational thinking, algorithms, and programming</p> <ul style="list-style-type: none"> ▪ Algorithms ▪ Programming fundamentals ▪ Producing robust programs ▪ Boolean logic ▪ Programming languages and Integrated Development Environments | |
| Which exam board and specification is it? | <p>OCR</p> | <p>Qualification type?</p> | <p>GCSE</p> |
| How will I be assessed? | <p>J277/01: Computer systems</p> <p>Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks</p> <p>This is a non-calculator paper.</p> <p>All questions are mandatory.</p> <p>This paper consists of multiple choice questions, short response questions and extended response questions.</p> <p>J277/02: Computational thinking, algorithms and programming</p> <p>This is a non-calculator paper.</p> <p>This paper has two sections: Section A and Section B. Students must answer both sections.</p> <p>All questions are mandatory.</p> <p>In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.</p> <p>Practical programming</p> <p>Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine</p> | | |

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| | <p>programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B)</p> <p>Assessment Objectives: AO1-Demonstrate knowledge and understanding of the key concepts and principles of Computer Science. AO2- Apply knowledge and understanding of key concepts and principles of Computer Science. AO3- Analyse problems in computational terms: <ul style="list-style-type: none"> ▪ to make reasoned judgements ▪ to design, program, evaluate and refine solutions. </p> |
| When will I be assessed? | External assessments will take place in May, as this is the window for the assessment. |
| What activities can I expect to do in this subject as part of the learning and assessment? | <p>Use research skills to investigate a variety of topics, and produce written and digital evidence, to meet the user requirements of the assessment criteria. You will be completing various practical programming elements.</p> <p>The programming task(s) allow you to develop skills within the following areas when programming: <ul style="list-style-type: none"> ▪ Design ▪ Write ▪ Test ▪ Refine </p> <p>Each task(s) must use one or more high-level text-based programming language, either to a specification or to solve a problem (or problems). You can use any high-level text-based programming language, such as: Python, C family of languages (C#, C++, etc.), Java, JavaScript, Visual Basic/.Net, PHP, Delphi, BASIC.</p> <p>Practical Programming skills will be assessed in Component 2 of the qualification</p> |
| Will I need any special / different equipment? | You will need a computer with access to the internet and with the ability to download specific elements and access specific software. |
| The future: What A levels, careers and university courses does this link to? | On successful completion of GCSE Computer Science, you can complete a Level 3 Cambridge Technical in IT or an A Level in Computer Science. These courses will build a foundation for most degrees within the subject of ICT and Computer Science, as well as other subjects also. |
| Is there anything else I need to know? | This course is heavily reliant on the ability to communicate answers in written, digital, technical and verbal formats. The course will cover some mathematical functions and calculations as well as use of algorithms and variables. It will also cover digital literacy. |
| Where would I get any further information from? | <p>Useful website details: https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/specification-at-a-glance/</p> <p>You can contact Mr Jackson, Head of Computer Science, if you would like further information on: djackson@raynespark.merton.sch.uk</p> |
| Entry Requirements | No formal requirements, but a genuine interest in using computers, programming and digital IT are vital. Students studying Computing Science in Year 9 will have a big advantage in this subject. |

Dance

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| Why study this subject? | This course will be beneficial if you are considering a future pathway in Dance or Performing Arts industry. This course provides a good progression from Key Stage 3, particularly for students who have undertaken Dance as part of their Year 9 curriculum. It is a vocational option and will lead onto other vocational options Post 16 and at Higher Education Institutes. It can also be done as a standalone subject if you are simply interested in Dance and would like to pursue that interest and gain a Level 2 qualification. | | |
| What topics will I cover and learn in this subject? | The course is made up of 3 units <u>Component 1: Exploring the Performing Arts (30%)</u> You will complete this unit in Year 10. In this unit you will look at 3 contrasting dance works and analyse the choreographer and work in detail. <u>Component 2: Developing Skills and Techniques in the Performing Arts (30%)</u> . In this unit you will take part in workshops, classes and rehearsals, gaining physical, interpretative and rehearsal skills; apply these skills in performance and reflect on their progress, their performance and how they could improve. <u>Component 3: Performing to a Brief (40%)</u> externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief. | | |
| Which exam board and specification is it? | Pearson BTEC Tech Award in Performing Arts | Qualification type? | Level 1/2 Vocational BTEC |
| How will I be assessed? | As with any BTEC subject, you will be assessed continuously throughout the course. All 3 units of work will be assessed through both practical lessons and theory work. Practical work will focus on creating choreograph in lessons, attending rehearsals and workshops, and taking part in live performances, to both small and larger audiences. Practical performance will be filmed. Theory work will be either written or word processed and will focus on understanding social and historical factors that have influenced the development of dance, key elements of the choreographic process and key features of different dance styles, as well as ongoing evaluations and analysis of your own work. The externally assessed unit requires students to produce a written response to a pre-set scenario, which is usually in the form of a letter of application, and a solo performance piece. | | |
| When will I be assessed? | Continuously throughout the course. All units, and assignments, will be completed to pre-set deadlines, over the 2-year course. The externally assessed unit will be completed in the final term of Year 11. | | |
| What activities can I expect to do in this subject as part of the learning and assessment? | <ul style="list-style-type: none"> ▪ Preparation of dance pieces, focusing on selecting appropriate dance material, music, lighting and costumes. ▪ Practical Dance rehearsal, including both teacher led technique classes and student led choreography sessions. ▪ Practice and Performance in several different styles of dance. ▪ Analysis of your own and others performance, exploring and evaluating ways of improving performance. ▪ Written log books and evaluations detailing the preparation and rehearsal process, analysing own strengths and areas for development, and target setting for own improvement. | | |
| Will I need any special / different equipment? | RPHS Dance kit is required for this subject. Students will also need plain black tracksuit bottoms/shorts/leggings, a plain black t shirt and suitable footwear. | | |
| The future: What A levels, careers and university courses does this link to? | As this is a vocational option, it will lead onto other vocational Level 3 courses. These courses can be used to gain entry to university to study either a foundation degree or an honours degree in a number of Performing Arts related subjects. | | |
| Where would I get any further information from? | More details are available on the Pearson website: https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html You can contact Miss Neale, Dance Teacher, If you would like further information on: cneale@raynespark.merton.sch.uk | | |
| Is there anything else I need to know? | You will be expected to take part in extra-curricular Dance clubs and performances | | |

Digital Information Technology (ICT)

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| <p>Why study this subject?</p> | <p>The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:</p> <ul style="list-style-type: none"> ▪ Development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data ▪ Process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct ▪ Attitudes that are considered most important in digital information technology, including personal management and communication ▪ Knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues | | |
| <p>What topics will I cover and learn in this subject?</p> | <ul style="list-style-type: none"> ▪ Digital Information Technology ▪ User Interfaces; Design and Create ▪ Hardware & Software Influences ▪ Cyber Security ▪ Iterative Design Process ▪ Virtual Workspaces ▪ Presenting & Interpreting Data ▪ Moral, Legal & Ethical Issues | | |
| <p>Which exam board and specification is it?</p> | <p>Pearson BTEC Tech Award in Digital Information Technology</p> | <p>Qualification type?</p> | <p>Level 1/2 Vocational BTEC</p> |
| <p>How will I be assessed?</p> | <p>Component 1: Exploring User Interface Design Principles and Project Planning Techniques Weighting 30% of total course Internal Assessment Students will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface, through three learning aims: Learning Aims: A-Investigate user interface design for individuals and organisations B-Use project planning techniques to plan and design a user interface C-Develop and review a user interface.</p> <p>Component 2: Collecting, Presenting and Interpreting Data Weighting 30% of total course Internal Assessment Students will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information. Learning Aims: A-Investigate the role and impact of using data on individuals and organisations B-Create a dashboard using data manipulation tools C-Draw conclusions and review data presentation methods.</p> <p>Component 3: Effective Digital Working Practices Weighting 40% of total course External Assessment - 90mins Students will explore how organisations use digital systems and the wider implications associated with their use. They will analyse information in a range of vocational contexts so that you develop a greater understanding of the use of digital systems by organisations and so that you are able to make reasoned judgements on the systems. Assessment Objectives: AO1-Demonstrate knowledge of facts, terms, processes and issues in relation to digital information technology AO2-Apply an understanding of facts, terms, processes and issues in relation to digital information technology</p> | | |

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| | <p>AO3-Analyse, evaluate and make reasoned judgements about the use, factors and implications influencing digital information technology</p> <p>AO4-Make connections with the concepts, issues, terms and processes in digital information technology</p> |
| When will I be assessed? | <p>Internal assessments will take place throughout the course, with outcomes in the form of coursework, based on an assignment/scenario brief.</p> <p>External assessments will take place in either February or May, as the two windows for the assessment, with the first assessment taking place February 2023 and the last assessment taking place May 2024.</p> |
| What activities can I expect to do in this subject as part of the learning and assessment? | <p>Use research skills to investigate a variety of topics, and produce written and digital evidence, to meet the user requirements and the assessment criteria. Evidence may take the form of:</p> <ul style="list-style-type: none"> ▪ A written report containing annotated screenshots ▪ A podcast, user interface, an APP, modelling data in a spreadsheet or database ▪ A presentation (including speaker notes) |
| Will I need any special / different equipment? | <p>You will need a computer with access to the internet and with the ability to download specific elements and access specific software.</p> |
| The future: What A levels, careers and university courses does this link to? | <p>On successful completion of a BTEC in Digital Information Technology you can complete a Level 3 Cambridge Technical in IT or an A Level in Computer Science. These courses will build a foundation for most degrees within the subject of ICT and Computer Science, as well as other subjects also. These courses will build a foundation for most degrees within the subject of ICT and Computer Science, as well as Visual Effects, Engineering, and Business.</p> |
| Is there anything else I need to know? | <p>This course is heavily reliant on the ability to communicate answers in written, digital, technical and verbal formats. The course will cover some mathematical functions and calculations as well as use of algorithms and variables. It will also cover digital literacy.</p> |
| Where would I get any further information from? | <p>More details are available on the Pearson website:: https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html</p> <p>You can contact Mr Jackson, Head of Computer Science, if you would like further information on: djackson@raynespark.merton.sch.uk</p> |
| Entry Requirements | <p>No formal requirements, but a genuine interest in using computers, programming and digital IT are vital.</p> |

Design & Technology: Food & Nutrition

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| Why study this Subject? | The WJEC Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. | | |
| What topics will I cover and learn in this subject? | <ul style="list-style-type: none"> ▪ effective and safe cooking skills ▪ planning, preparing ▪ and cooking a variety of food commodities whilst using different cooking techniques and equipment ▪ functional properties and chemical characteristics of food ▪ nutritional content of food and drinks ▪ diet, nutrition and health, ▪ physiological and psychological effects of poor diet and health | <ul style="list-style-type: none"> ▪ economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices ▪ functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food ▪ ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas | |
| Which exam board and specification is it? | WJEC Eduqas GCSE in Food Preparation and Nutrition | Qualification type? | GCSE |
| How will I be assessed? | Internally? | Externally? | |
| | Component 2: Food Preparation and Nutrition in Action Non-examination assessment: internally assessed, externally moderated Assessment 1: 8 hours Assessment 2: 12 hours 50% of qualification | Component 1: Principles of Food Preparation and Nutrition Written examination: 1 hour 45 minutes 50% of qualification | |
| When will I be assessed? | NEA completion – March of Year 11 Examination - Year 11 – May/June | | |
| What activities can I expect to do in this subject as part of the learning and assessment? | Assessment 1: The Food Investigation Assessment A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. Assessment 2: The Food Preparation Assessment Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. | | |
| Will I need any special / different equipment? | You will need to be well organised so that you take part in all practical lessons. You need to be prepared to buy ingredients every week. | | |
| The future: What A levels, careers and university courses does this link to? | The course can lead towards college where a growing range of Hospitality courses are available. Many of the functional skills are directly transferrable to other disciplines and employers are keen for people who have taken such courses. You will have used skills that will help you to analyse, research, create and investigate by the use of many techniques. You will be familiar with team and independent working, as well as being able to work within tight budget and time constraints which are valuable attributes to employers. Possible future careers in this sector are Restaurant Manager, Chef, Hotel Manager, Catering Manager, Chocolatier or Artisan Baker. | | |
| Is there anything else I need to know? | This course is suitable for students who enjoy all aspects of practical cookery and have no fear of trying out new and exciting dishes or experiences with food. | | |
| Where would I get any further information from? | More details are available on the Eduqas website: http://eduqas.co.uk/qualifications/food-preparation-and-nutrition/ You can contact Mr Harris, Head of the Art & Design Faculty, if you would like further information on: rharris@raynespark.merton.sch.uk | | |

Design & Technology: Product Design

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| Why study this subject? | GCSE Design and Technology enables students to design and make products with creativity and originality, using a range of materials and techniques. This course will help you to be creative and innovative when designing and to select and use tools/equipment and processes to produce quality products. You will learn about the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. | | |
| What topics will I cover and learn in this subject? | <p>The course covers three areas: 1) Core technical principles 2) Specialist technical principles 3) Designing and making principles</p> <p>Skills and topics included in these areas are:</p> <ul style="list-style-type: none"> ▪ How to be creative and innovative when designing; ▪ How to design products to meet the needs of clients and consumers; ▪ Form, function and fitness for purpose; ▪ The role that designers and product developers have, and the impact and responsibility they have on and to society; ▪ How to analyse and evaluate existing products, including those from professional designers; ▪ Environmental and sustainability issues in designing products; ▪ How to design for manufacturing in quantity and to be aware of current commercial/industrial processes; ▪ A range of graphic techniques and ICT (including digital media), including CAD, to generate, develop, model and communicate design proposals; ▪ How to investigate and select appropriate materials/ ingredients and components; ▪ Devise and apply test procedures to check the quality of their work at critical/key points ▪ Demonstrate mathematical and scientific knowledge and understanding, in relation to design and technology | | |
| Which exam board is it? | AQA Design and Technology 8552 | Qualification type | GCSE |
| How will I be assessed? | Internally? | Externally? | |
| | In Year 10 you will design and make a range of products in different materials which will all be assessed. This is followed by the start of your controlled assessment that requires a thorough and rigorous investigation that encompasses over 30-35 hours of class work (50%). | 50% coursework An internally assessed and externally moderated single design-and-make activity selected from a range of tasks set by the exam board, consisting of a 3-dimensional outcome and a concise design folder and/or appropriate ICT evidence 50% exam (2 hours) Marked externally | |
| When will I be assessed? | NEA completion – March of Year 11 Examination – Year 11 May/June | | |
| What activities can I expect to do in this subject as part of the learning and assessment? | You will get to complete practical tasks most weeks and, once the basic skills are mastered, you have opportunities to be creative and innovative in the use of a wide range of materials that reflect your widening knowledge and understanding of the subject. It is a subject with a great variety of content including both independent and team working, problem solving, costing and planning. | | |
| Will I need any special / different equipment? | Students will need to have access to graphic mediums, e.g. pencils (both colour & drawing), fine-line pens, marker pens, access to a computer (the school can accommodate this) | | |
| What A levels, careers and university courses does this link to? | A-Levels/BTEC: Design & Technology, Art & Design, Engineering University: Product Design, Textiles Design, Art and Design, Graphic Design, 3D Design, Animation, Foundation Art, Fashion, as well as a range of other design based courses. Careers: Design Engineer, Manufacturing Engineer, Renewable Energy Consultant, Robot Designer, Electrician, Vehicle Technician, are just some of the examples. | | |
| Is there anything else I need to know? | You need to have good time management and planning skills. There is a lot of work, all varied tasks, which lead on from one-another. You should also be fairly confident when using the computer as all controlled assessment tasks are completed this way. | | |
| Where would I get any further information from? | More details are available on the AQA website: http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552 You can contact Mr Harris, Head of the Art & Design Faculty, if you would like further information on: rharris@raynespark.merton.sch.uk | | |

Drama

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| <p>Why study this subject?</p> | <p>GCSE Drama is about the exploration of themes and issues that affect our everyday lives. You will have the opportunity to create your own pieces and work with a variety of plays. Throughout this course you will cultivate your drama skills and will have the opportunity to be experimental in your style. You will analyse characters and plays, developing a deep understanding of the world of theatre. You will also explore the technical aspect of drama including study of costume design, set design, sound design and lighting.</p> <p>Drama is also studied as a way of developing our understanding of human behaviour. The course furthers skills in self-presentation and confidence, the ability to analyse and handle criticism. GCSE Drama also develops creative thinking, critical evaluation, literacy, negotiating and organisational skills, whilst promoting planning, careful research, teamwork and working to deadlines.</p> <p>The drama department has strong links with the drama department at King's College School Wimbledon as well as with cultural organisations such as the National Theatre, Donmar Warehouse and Lyric Hammersmith. As a GCSE Drama student you will have many opportunities to gain knowledge outside of the classroom from industry professionals and world class theatres.</p> | | |
| <p>What topics will I cover and learn in this subject?</p> | <p style="text-align: center;">Component 1 – Understanding drama (40%) Component 2 – Devising drama (40%) Component 3 – Texts in practice (20%)</p> | | |
| <p>Which exam board and specification is it?</p> | <p style="text-align: center;">AQA Drama 8261</p> | <p>Qualification type?</p> | <p style="text-align: center;">GCSE</p> |
| <p>How will I be assessed?</p> | <p>Internal Assessment 40%</p> | | <p>External Assessment 60%</p> |
| <p>Regular assessments of your acting throughout the course.</p> <p>Component 2 (Devising) You will devise a piece of theatre which you will then perform, recording the process in your portfolio. Your 2,000-word portfolio must contain a record of your devising process, capturing as much evidence of your input as possible in areas such as listening, developing ideas, problem solving and supporting others. Within your portfolio, you will answer six questions: -</p> <ul style="list-style-type: none"> ▪ What was your initial response to the stimuli and what were the intentions of the piece? ▪ What work did your group do in order to explore the stimuli and start to create ideas for performance? ▪ What were some of the significant moments during the development process and when rehearsing and refining your work? ▪ How did you consider genre, structure, form, style and language throughout the process? ▪ How effective was your contribution to the final performance? ▪ Were you successful in what you set out to achieve? <p>This assessment is Internally marked and externally moderated.</p> | | <p>Component 1 (Understanding drama) This is a written exam with 3 sections: Section A will be multiple choice looking at your knowledge of key terms. Section B will be based on how you would perform certain sections from the play 'Blood Brothers' which will be studied throughout the 2 years. Section C will be a live theatre review of a show you have seen.</p> <p>Component 3 (Text in practice) You will perform two extracts from a text in front of a visiting examiner. Each extract could be a monologue, duologue or group scene.</p> <ul style="list-style-type: none"> ▪ Monologue: 2-3 minutes ▪ Duologue: 3-5 minutes ▪ 3-4 performance students: 10-12 minutes ▪ 5-6 performance students: 13-15 minutes <p>Prior to the performance date, students must send to the examiner their written work to explain their artistic intentions.</p> | |

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| When will I be assessed? | You will be assessed regularly throughout the two year course. In Year 10 your teacher will give you specific stimuli from which you will work in groups of 3-6 to devise your play. (3-4 students = 10-15 minute performance; 5-6 students = 20-25 minute performance.) The performances will be under exam conditions, with recordings and students portfolios sent off for moderation in Year 11. In January of Year 11, the visiting examiner will watch you perform two extracts from a play chosen for you by your teacher. The written exam will take place on a set date in May / June 2023, |
| What activities can I expect to do in this subject as part of the learning and assessment? | You will develop a much larger bank of Drama approaches and techniques, warm-up, and theory approaches to achieve more advanced devised scenes. You will create a play of your own and keep records of the rehearsal process. You will explore a range of theatre practitioners' methods both to enhance your own acting skills and to inform your critical judgements about live performance work. You will experiment with, rehearse and refine two performance extracts from a play, with the opportunity to work either on your own, with a partner or a larger cast. You will study and experiment as an actor in a variety of genres of plays, such as black comedy, satire, farce, historical and kitchen sink drama. You will watch a West End show which you will write a theatre review for in your written exam. For revision purposes, you will act in the set text for Component 1 as a way of considering how best to bring the text to life, which you will then answer specific questions on in your exam. |
| Will I need any special / different equipment? | We will provide you with any necessary props and costumes as appropriate. Scripts will also be provided although it suggested that you purchase the set text play script we will be studying. |
| The future: What A levels, careers and university courses does this link to? | <p>Through studying GCSE Drama you will have the opportunity to take it as an A-Level and then either go into higher education or work within the performing arts industry. Drama not only allows you to develop your practical and theoretical knowledge of theatre it also enables you to work with a variety of individuals and understand the importance of team work and communication. Being able to present yourself in front of others is a key element in many career choices, whether in a meeting, taking part in presentations or going for interviews. The study of Drama can help you to develop a wide range of transferable skills which you can take into any career.</p> <p>The creative industries are worth over £8 million an hour to the UK economy. Drama feeds in to A Level Drama. This then directly leads to a degree in Drama or a variety of other university or higher education courses.</p> <p>Take GCSE Drama if you are considering a career in any of the following professions:-</p> <ul style="list-style-type: none"> ▪ Actor (Film, TV, Theatre) ▪ Stage Manager ▪ Arts Administrator ▪ Television Production Assistant ▪ Drama Therapist ▪ Drama Teacher ▪ Radio Presenter ▪ TV Presenter <p>It is also recognised as a valuable qualification to use to develop careers in the following areas:-</p> <ul style="list-style-type: none"> ▪ Arts consultant ▪ Youth & community worker ▪ Personnel Manager ▪ Social Worker ▪ Media (various) ▪ Journalist ▪ Set designer ▪ Lawyer ▪ Marketing manager ▪ Visual artist |
| Is there anything else I need to know? | You will be required to attend rehearsals out of core hours. You will also be expected to attend any trips that are organised by the department as well as taking part in extra-curricular opportunities both in the department and with cultural organisations. |
| Where would I get any further information from? | <p>More details are available on the AQA website: https://www.aqa.org.uk/subjects/drama/gcse</p> <p>You can contact Mr Burnett, Head of Drama, if you would like further information on: rburnett@raynespark.merton.sch.uk</p> |
| Entry Requirements | A track record of attainment and progress in both English and Drama. |

Media Studies

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| Why study this subject? | <p>We live in an exceptionally Media saturated age and the Media is instrumental in reflecting and shaping the values of culture and society. Whether this is how those in power are seen, how historic events are recorded, how sections of society are represented or how we are encouraged to see ourselves as individuals; the Media has a very visible, tangible and actual effect on the way we perceive, behave and respond.</p> <p>By studying this subject, you will be equipped with the tools you need to deconstruct your experience, helping you to make sense of the world and gain a keen understanding of how the media works. To become aware of the influence the Media has on how we understand the world is to have the veil lifted from our eyes, to see the world in sharp focus and therefore take control of the Media rather than the Media controlling us.</p> | | |
| What topics will I cover and learn in this subject? | <p>Students study a range of topics including television, magazines, music videos, radio programmes, film and video games. You will develop new skills in the analysis of written and moving texts. You will also develop and apply your understanding of the media through both analysing and producing media products. You will also study how the media through their forms, codes and conventions communicate meanings. The final non-exam assessment allows students to create their own media text from the research stage through to production.</p> | | |
| Which exam board and specification is it? | Eduqas Media Studies | Qualification type? | GCSE |
| How will I be assessed? | Internally? | Externally? | |
| | <p>30% of the course is completed in school. The assessments take the form of one individual media production.</p> | <p>The two written exams are worth 70%. Component 1: Exploring the Media Component 2: Understanding Media Forms and Products</p> | |
| When will I be assessed? | <p>Monthly assessments take place through the marking of both practical and written work. The non-exam assessment begins in the Summer term of Year 10 and completed by Autumn term Year 11.</p> | | |
| What activities can I expect to do in this subject as part of the learning and assessment? | <p>You will develop your knowledge and understanding of five key areas: Media Language, Industries, Audiences, Representation and Media Contexts. A variety of tasks will be covered including written analysis, essays, and creation of your own forms of media imitating the conventions of the specified media.</p> | | |
| Will I need any special / different equipment? | <p>All equipment is provided but a working knowledge of the print media (newspapers, magazines, advertising, comic books); moving image (film, television) and ICT based media will give you a clear advantage.</p> | | |
| The future: What A levels, careers and university courses does this link to? | <p>Media Studies GCSE offers a broad, coherent and rigorous course of study that has been created to ensure that all types of learners can fulfil their potential, preparing them to make informed decisions about further study and progression to A Level, vocational study or employment.</p> <p>Media Studies at GCSE can lead to careers in Journalism, Editing, Script writing, Directing, Set design, Marketing, Sales positions and Teaching. Students can also apply to university to study Design, Marketing, Business, Journalism, Media Studies or Film and TV Studies or take up an apprenticeship in one of these areas should they continue this subject at A Level.</p> | | |
| Where would I get any further information from? | <p>More details are available on the Eduqas website: http://www.eduqas.co.uk/qualifications/media-studies/gcse/ You can contact Mr Baines, Head of Media Studies, if you would like further information on: abaines@raynespark.merton.sch.uk</p> | | |
| Entry Requirements | <p>None but we recommend that students have strong literacy skills</p> | | |

Music

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| Why study this subject? | This is an exciting course that is deliberately designed to offer multiple pathways to learners; allowing students of all experience levels to develop the understanding and skills needed to build a successful career within the Music industry. At Raynes Park High School our music course has been structured to offer both 'traditional music' and 'music technology' options within the same classroom as some students focus on developing instrumental skills, and others focus on setting up and managing live sound. These two 'teams' then come together to plan, manage and run live music events (replicating current practices within the music industry.) | | |
| What topics will I cover and learn in this subject? | <p>All students study the following units:</p> <ul style="list-style-type: none"> ▪ Unit 1: The Music Industry ▪ Unit 2: Managing a Music Product ▪ Unit 7: Introduction to Sequencing <p>Each student will then choose an option based on their interest/instrumental ability:</p> <ul style="list-style-type: none"> ▪ Unit 5: Introduction to Music Performance (Music pathway) ▪ Unit 3: Introduction to Live Sound (Music Technology pathway) | | |
| Which exam board and specification is it? | Pearson BTEC First Award in Music 600/6818/8 | Qualification type? | Level 1/2 Vocational BTEC |
| How will I be assessed? | Internally | | Externally |
| | 75% - Coursework | | 25% - Written Exam |
| When will I be assessed? | All coursework units will be assessed internally after completing each unit. These units will be completed by April of Year 11. You will also take a written Exam for Unit 1 only in January of Year 11 with an opportunity to re-sit this exam in the summer. | | |
| What activities can I expect to do in this subject as part of the learning and assessment? | <p>Unit 1 - The Music Industry (Written Exam) Students will learn about the processes, roles and responsibilities of different professionals and organisations within the music industry.</p> <p>Unit 2 - Managing a Music Product Students work as a large production team to design, plan and run a music concert.</p> <p>Unit 7 – Introduction to Sequencing Students learn how to create music digitally using industry standard equipment in our Apple Mac suite (Logic Pro X.)</p> <p>Unit 3 – Introduction to Live Sound* Students learn how to safely rig and use the equipment needed to manage the live sound at a music concert.</p> <p>Unit 5 – Introduction to Music Performance* Students develop skills on their chosen instrument and/or voice by reflecting and improving on their own practice using their instrumental tutors for support.</p> | | |
| Will I need any special / different equipment? | If you are an instrumentalist it would be advantageous for you to own your own instrument. | | |
| The future: What A levels, careers and university courses does this link to? | The Music Industry is one of the biggest and most popular industries, with countless numbers of jobs on offer. You may decide to be a music producer, recording artist, DJ, sound technician or a performing musician. This course will help prepare you for Level 3 study in Music or Music Technology on both a BTEC or A Level course. Even if you want to pursue a career in another subject, universities and colleges look favourably upon students that play an instrument or sing in their own time. | | |
| Is there anything else I need to know? | The key to success in this subject is practice. As you are developing skills, it is important you make time to practice these regularly. | | |
| Where would I get any further information from? | <p>More details are available on the Pearson website: https://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html You can contact Mr Robinson, Head of Performing Arts, if you would like further information on: mrobinson@raynespark.merton.sch.uk</p> | | |
| Entry Requirements | Learners do not need to achieve any other qualifications before registering for a BTEC First Award. No prior knowledge, understanding or skills are necessary however any prior instrumental and/or vocal skills are advantageous and engagement in extra-curricular music activities and a passion for music are essential. | | |

Physical Education

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| Why study this subject? | If you are considering a future pathway in the sport and leisure industry. This is a vocational pathway which blends coursework, one external exam and practical activities. It will lead onto other vocational options post 16 and at Higher Education Institutes. It can also be done as a standalone subject if you are simply interested in sport and would like to pursue that interest to get a Level 2 qualification. | | |
| What topics will I cover and learn in this subject? | Compulsory units Fitness for sport and exercise Practical performance in sport Applying the principles of personal training Examination based Fitness for sport and exercise | | |
| Which exam board and specification is it? | Edexcel BTEC First Award in Sport | Qualification type? | Level 1/2 Vocational BTEC |
| How will I be assessed? | This is a 120 hour guided learning course. To gain the qualification learners have to achieve and complete the requirements of each unit. The course consists of 4 units, 3 of which are internally assessed coursework units, and will require the learners completing the relevant criteria. The other unit is an externally sat exam. | | |
| When will I be assessed? | You will be assessed continuously throughout the course. Units of work will be handed in to conform to pre-set deadlines. The online test for the externally assessed exam will be sat in February 2023. | | |
| What activities can I expect to do in this subject as part of the learning and assessment? | Physical testing and analysis. Personal Fitness testing and training. Analysing top sports performers. | | |
| Will I need any special / different equipment? | Full RPHS PE kit. | | |
| The future: What A levels, careers and university courses does this link to? | As this is a vocational option it will lead onto other vocational level three courses. These level three courses can be used to gain entry to university to study either a foundation degree or an honours degree in a number of sports related subjects. (Sports Development, Sports Coaching, Sports Journalism, Sports Photography or even Teaching). This will not lead on to A Level PE unless coupled with high level qualifications in science. | | |
| Is there anything else I need to know? | No | | |
| Where would I get any further information from? | More details are available on the Pearson website: https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html You can contact Mr Sanderson or Mr Prichard if you would like further information on: jsanderson@raynespark.merton.sch.uk lprichard@raynespark.merton.sch.uk | | |

Religious Studies

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| Why study this subject? | <p>A wide variety of topics are studied as part of the curriculum with opportunities for pupils to express and justify their own personal beliefs in a safe, supported and structured environment. The course aims to raise a number of major, often controversial and media worthy issues that are presented to us on our journey through life and beyond.</p> <p>The subject lends itself to conversation and debate around contentious topics, and allows students to develop a deeper understanding of the wider context of society. Such knowledge and the skills developed in discussing these will serve students well in their present and future life.</p> | | |
| What topics will I cover and learn in this subject? | <p>The AQA 1-9 program is split into two halves, with the first part focusing on the study of Christian and Muslim beliefs & practices. The second part explores ethical themes from a religious viewpoint, including crime & punishment, peace & conflict, family & relationships and religion & life. Students will explore and debate controversial topics such as nuclear war, corporal punishment, marriage, euthanasia, abortion, gender discrimination, environmental issues, treatment of animals, creation, science and atheism.</p> | | |
| Which exam board and specification is it? | AQA Religious Studies A - Christianity and Islam 8062 | Qualification type? | GCSE |
| How will I be assessed? | Internally? | Externally? | |
| | There will be regular end of topic assessments within lessons throughout Years 10 and 11 | <p>100% examination. Two exam papers at the end of Year 11. 2 assessments of 1 hour 45 minutes long.</p> | |
| When will I be assessed? | <ul style="list-style-type: none"> ▪ There will be regular end of topic assessments within lessons throughout Year 10 and 11 ▪ Two written examinations in the summer series in Year 11. | | |
| What activities can I expect to do in this subject as part of the learning and assessment? | <p>Watching and evaluating film and TV programmes, watching and creating Power Points on various issues, role play, discussion/debate, regular group activities, various homework tasks and projects, quizzes, test questions, exam techniques, learning key words, reading and reviewing topics, unpicking scenarios, research, home discussion, media and current affairs watching, sharing personal experiences.</p> | | |
| Will I need any special / different equipment? | <p>An open mind and a calm, respectful, inquisitive attitude to learning. An RS AQA Christianity and Islam CPG Revision Guide. This can be purchased from the school.</p> | | |
| The future: What A levels, careers and university courses does this link to? | <p>Students who have a GCSE or A level in Religion or Ethics are considered by further educational establishments and employers to be particularly caring and interested in people, which also suggests good team work and being likely to fit in. Careers and further or related education opportunities include Humanities, Education, Health and Social Services, Psychology, Sociology, Philosophy, and Geography, working overseas or in multi-cultural communities and a range of other areas.</p> | | |
| Is there anything else I need to know? | <p>It covers ethics, philosophy, moral issues, real life matters which are both current and relevant... and of course, comparing how religions deal with these issues.</p> | | |
| Where would I get any further information from? | <p>More details are available on the AQA website: https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062 You can contact Miss Best, Head of Religious Studies, if you would like further information on: hbest@raynespark.merton.sch.uk</p> | | |
| Entry Requirements | <p>Please also note that RS is a literacy based subject so good grades in English are preferable.</p> | | |

KS4 Options Form 2022

| STUDENT | | TUTOR GROUP | |
|------------------|-------------|--|--|
| PREFERENCE | YOUR CHOICE | CHOOSE FROM | |
| 1 | | EBacc Subjects; Geography, History, French or Spanish | |
| 2 | | Open choice | |
| 3 | | Open choice | |
| 4 | | Open choice | |
| RESERVE 1 | | Open choice | |
| RESERVE 2 | | Open choice | |

For any open choice you may choose from the following;

| | | |
|--------------------------------|-------------------------|-------------------|
| Art and Design | DT – Food and Nutrition | Media Studies |
| Business Studies | DT – Product Design | Music |
| Child Development and Care | Drama | PE / Sport |
| Computer Science | French | Religious Studies |
| Dance | Geography | Spanish |
| Digital Information Technology | History | Triple Science |

Please note that whilst we will make every attempt to ensure all students receive their first choices this cannot always be achieved due to a number of reasons.

We will of course keep both students and families informed should this occur.

Please complete your online forms by **Monday 14th March 2022** – please see link on our website

Additional Comments:

SIGNATURE _____ (Student)

SIGNATURE _____ (Parent/Carer)