

REIGATE GRAMMAR SCHOOL

GCSE COURSES

2014 - 2017

# Third, Fourth and Fifth Form Courses

## 2014 – 2017

On entry to the Third Form, all pupils currently follow a course, which leads to either the General Certificate of Secondary Education (GCSE) examination or, with Maths, English Language, Geography and the Sciences, an international GCSE (IGCSE). These are three-year courses, which need to be chosen with care in consultation with the school. Careers staff are available to help pupils make an informed choice; it is seldom possible or desirable to make a change in a pupil's academic programme once begun.

In addition to their examination subjects, all pupils will continue with Religious Education; Personal, Social and Health Education and Citizenship (PSHE); Physical Education and Games, and an Electives programme of non-examined options.

All pupils will take the core subjects of Mathematics, English Language and English Literature, Biology, Chemistry and Physics, together with **four subjects from the list below**:

**Art & Design**  
**Classical Civilization**  
**Computing**  
**Drama & Theatre Arts**  
**Food Technology or Product Design**  
**French**  
**Geography**  
**German**  
**History**  
**Latin or Latin & Greek**  
**Music**  
**Religious Studies: Philosophy & Applied Ethics**  
**Spanish**  
**Sports Studies**

**We recommend that pupils study:**

- **at least one Foreign Language (French, German, Spanish, Latin or Latin & Greek);**
- **at least one of Geography/ History/ Philosophy and Applied Ethics.**

This options system is designed to enable students to study a balanced, broadly-based, academic curriculum, largely in tune with the National Curriculum. Most of our GCSE students go on to study for A Levels and eventually for a degree. The options available at University depend upon the choice of A Level subjects and on the breadth of GCSE subjects and therefore we aim to help maintain breadth with these options.

# The Core

All pupils will study Mathematics, English, English Literature, a Language and Science.

## **I.GCSE Mathematics**

At Reigate Grammar School, the majority of our students will sit I.GCSE Higher Tier Mathematics at the end of the fifth form. However, our top sets may be entered early in May of the fourth form. The examination consists of two written papers, both with calculators. There is no controlled assessment component for this examination.

Students who complete their IGCSE early will be given the opportunity to study Mathematics to a higher level during the fifth year. They follow an AO (additional) Mathematics course.

## **I.GCSE English and GCSE English Literature**

This course leads to two certificates, with English Language and English Literature being taught concurrently. Students are in mixed ability sets and are all entered for the Higher Tier papers in each subject at the end of the fifth year. The courses follow National Curriculum guidelines, with IGCSE English tested by 100% examination, whereas GCSE English Literature is assessed through 75% examination and 25% controlled assessment.

Students will develop the critical reading skills necessary to explore and appreciate literature. They will also learn to craft their written language precisely and effectively. Opportunities to develop speaking and listening skills will play a significant part in developing the students' understanding and expertise in the subject. They will study literature from different literary periods in the form of plays, poetry and novels, as well as short story fiction, and be given opportunities to respond creatively and analytically to what they read. In addition, an array of non-fiction text will be explored from the rhetoric of ancient societies to writing on the web.

## **I.GCSE Science**

At Reigate Grammar School we sit IGCSE sciences. All students have to study the three separate sciences.

## **Languages**

All students must choose at least one language from a choice of French, German, Latin, Latin & Greek or Spanish.

# Art and Design (Fine Art)

## What is Art and Design all about?

Exam Board: Edexcel

GCSE Fine Art is for those pupils who have a real passion and enthusiasm for art. The course aims to develop student's creative and imaginative ability and the practical skills for communicating innovative ideas. They will be encouraged to investigate, analyse, experiment and explore through a broad range of materials techniques and processes aimed at developing aesthetic understanding and producing young people with enquiring minds who have increasing independence. It is also vital that the students develop cultural knowledge and understanding of art and the use of media and technologies used in different times, contexts and societies.

The students studying art for GCSE will be encouraged to work in a broad range of disciplines including painting, printmaking, sculpture, photography and other lens based media. The use of ICT through art is encouraged and used to support their ideas.

## How is the course structured?

The course will be taught over three years. The first year of the course will introduce students to a broad range of materials, techniques and processes. They will experience intensive workshops in printmaking, painting, photography, 3 Dimensional work and Ceramics. This is aimed at empowering the pupils, so that they are able to take their personal ideas forward with confidence.

In the Fourth and Fifth Form they will develop their own ideas and produce two in depth projects; however all the work produced over the three year course will constitute a personal portfolio.

### **Unit 1:** Personal Portfolio in Art and Design.

The portfolio is coursework produced over the three year course and it is constructed from two major theme based projects, set by the teacher and is worth 60% of the overall grade.

They will also have an externally set exam; this is given out in the January of the Fifth Form and the exam is usually held in April.

### **Unit 2:** Externally Set Assignment.

## What about exams?

The exam is theme based and set by the exam board. Students have approximately 20 hours of preparation, this includes lesson time. The students then have 10 hours to produce a final outcome/s under controlled conditions.

### **What about coursework?**

The pupils will work on two theme based projects over the course. Usually these themes are Surfaces/Natural forms and Identity. The students are introduced to a wide variety of materials techniques and processes and encouraged to develop their own ideas within the given theme. All work in class time and homework goes towards the personal portfolio, which is 60% of the overall grade.

We aim to create an environment in the Art Department where all students feel supported and encouraged to take risks. Students are encouraged to develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment. Art is in no way an easy option and students who opt for GCSE Art will be expected to produce a substantial body of work to a very high standard.

### **What other skills might I develop?**

The skills acquired are universal and life long, but those students who wish to enter the competitive creative industries, GCSE Art is essential.

Careers involving art: Artist, Architecture, Graphic Design, Fashion, Advertising, Interior Design, Set Design for Film and Theatre, Animation, Textile Design, Illustration, Gallery Curator, Games Design, Photographer, Jewellery Design and of course teaching, just to name a few!

If you wish to know more information about the course please speak to Mrs E Burns, Head of Art.



*Examples of the GCSE exhibition held at the end of May in the art rooms, and work in progress.*

# Classics

## Opting for Classical subjects – Latin, Greek and Classical Civilization

Most of you have now been studying Latin for two years, but Greek is new to you. Latin, Greek and Classical Civilization can be studied at GCSE level; Latin and Classical Civilization are GCSE options within the system; Greek is taught at an accelerated level within GCSE Latin for those who want to take both. It is aimed specifically at the most able. There is no coursework in any Classical subject.

Learning about language is important. Latin and Greek can help you to think about the workings of your own language, and, of course, language is vitally important in the development and education of everyone. The higher, more complex levels of the English language are similar in many respects to Latin and Greek. If you want to communicate successfully, fluently and persuasively - and all the professions involve written or spoken communication - then Latin and Greek are very relevant subjects.

Learning about their civilization and culture is important too: what the Greeks and Romans achieved in these areas form the basis of much of our thinking. Studying the Ancient World of Greece and Rome gives a great deal of help in dealing profitably with many aspects of modern society. Why? The reason is that much of the original thinking and development of modern institutions began in Greece and Rome - government and democracy, cities and citizenship, politics, theatre and drama, architecture and town planning, to name but a few. Classical Civilization embraces those and many other topics.

The following quotations are extracted from "Classics in the Market Place", a study which documents employers' attitudes to those who have done Classics. Given the positive image which employers have of Classicists, it is clear that the study of Classics is not a barrier to progress in further education and, ultimately, employment, but indeed a definite advantage.

*"The strength of Classics is that you are doing something intellectually rigorous ... it has a logical approach, like Maths."*

Industrialist

*"Classics produces highly trained minds and a logical approach."*

Accountancy firm

*"The study of Classics makes you analytical and gives you breadth in viewing situations; logical reasoning and numeracy go with this. Clear thinking, the ability to order material, to adapt to different situations ... all these things are what employers are looking for."*

Careers adviser

*"Classics produces an ordered mind, an ability to present cases precisely and concisely."*

Automotive Industry

The study of Classics helps you to communicate more effectively, broadens your understanding of the world in which we live and its past, and trains you to think more methodically and logically. These are all good reasons for taking Classics courses. However, the main reason for choosing Classics is the best reason for choosing any subject - because you find it stimulating, interesting, exciting and challenging. That is the path to success.

## Latin

### Suppose that I carry on with Latin. What's in the GCSE course?

If you enjoy the study of languages but like to study the whole culture as well, then Latin is for you. The third year brings such fascinating topics as the Roman army, the Roman baths at Aquae Sulis, Roman religion and, of course, Roman roads. There is a trip to Bath to see the well preserved Roman baths (illustrated below) and in learning about the Romans in Britain you will learn about this country's history, too. The study of the language brings huge benefits: it will enrich your vocabulary, help you to understand the structure of other languages and it will help you to reason and think in a logical way. Being able to include Latin on your CV is impressive. You will be able to join us on the biennial trip to Greece or Italy.



Throughout the Fourth Form, we continue to use the Cambridge Latin Course. By the end of the fourth form, you will have completed your study of the language, in that there are no new major linguistic structures or vocabulary to encounter in order to be ready for the GCSE examination. Now, practice at handling the genuine language is required. You are reading and understanding Latin literature written by Romans, rather than the 'synthetic' Latin of the earlier stories. Appropriately, in preparation for this, the setting of the course is Rome itself, and particularly the corruption and cynicism of the court of the harsh emperor Domitian. Again, the stories are based around the activities of historical individuals - Salvius again, Haterius, a building contractor, ambitious for social advancement, and Epaphroditus, the powerful chief of the secret police.

For GCSE itself, a number of passages of Latin literature are studied: the historian Tacitus, chronicler of the evil reign of the emperor Nero, who murdered his mother; the poet Virgil, and his tale of how Troy was taken by the trick of the Wooden Horse, and how the hero Aeneas won and broke the heart of the African Queen Dido; Catullus, with his pithy, and rude, poems about his friends and enemies, and the decline and fall of his love life.

The final examination comprises 50% literature prepared in class and 50% language work.

## Greek

If your Latin is thriving you may wish to add Greek as well and enjoy the extra challenge of studying Latin and Greek in the same timetable allocation as that normally given to Latin. The Romans paid the Greeks the compliment of adopting their myths and imitating their literature, sculpture and architecture; so that the study of Greek rounds off the study of Classics and makes it complete. The Greek language will hugely

extend your horizons; the willingness to work hard if you undertake Latin combined with Greek is definitely a 'must'. The Department will advise you if it feels that adding Greek could compromise your Latin grade.

We use a variety of course books, from the very traditional to the very modern. The aims are not dissimilar to those of the Cambridge Latin Course – language acquisition through stories, some study of Greek life and History, though with more of the traditional elements of Classical teaching: the study of grammar and translation from English into Greek.

Within four terms of starting the subject, pupils are reading original Greek literature – extracts from Herodotus' weird and wonderful history of the Greek world. Greek literature studied in recent years includes Homer's *Odyssey*, Xenophon's racy narratives of the final defeat of Athens in its epic struggle with Sparta, and "The Apology", a speech given by the philosopher Socrates delivered to a court in Athens where he was on trial for his life.

Trips to performances of Greek drama – in English translations and in the original Greek – form an integral part of the course.



## Classical Civilization

### The Romans spoke Latin, the Greeks spoke Greek. So what's Classical Civilization then?

In Classical Civilization, you learn about the Ancient World without using either of the original languages. For example, Greek drama is studied not in the Greek language, but through English translations. The advantage of this approach is that the Classical World can still be accessible to those who do not want to continue with a classical language.



### So what exactly would I be doing in Classical Civilization?

If you are fascinated by the world of the Greeks and Romans and want to concentrate on Greek and Roman Civilisation rather than the languages, this subject is for you. Sail with Odysseus as he meets the lotus eaters

and the Cyclops; learn what it was really like to live in an ancient city; delve into the ruins of Pompeii; study the original Olympics and join us on the biennial trip to Greece or Italy.

The course is very flexible, with many avenues of exploration possible. Here are just a few:

Living conditions in Roman towns are examined - from the rich nobleman in his mansion to the pauper in his attic garret. The social and legal position of men and women in Ancient Athens, with all its inequalities and double standards, is another topic. The principles of Greek architecture are encountered for the first time, giving you an insight not only into exhibits in museums but also the origin and nature of many of the buildings in the modern urban environment. The writings of the Greeks and Romans are studied in translation: Homer's *Odyssey*, the writings of Thucydides and Herodotus, the founding fathers of History, Virgil's *Aeneid*, and plays by the great tragic and comic dramatists of Ancient Athens, Sophocles and Aristophanes.

Classical Civilization is a very broad course which embraces aspects of many subjects - History, Literature, Sociology, Political Theory and others, all within the fascinating world of the Greeks and Romans.

# Computing

## Creating a world that doesn't yet exist

### Have you got what it takes?

So, you enjoyed using Scratch? Well you are not alone. Everyone we have spoken to loved it too. The question now is: are you ready to get truly creative with computing?

Computing is everywhere and in everything. It is about you and your world.



Take a look at the world around you. How close to a computer are you? When was the last time you used one? When was the last time you were creative with one? Life without computers is almost unimaginable. There's nothing that doesn't involve computing in some way.

Computing is not just about writing code for a computer. There is far more to it than that. Just look at the amazing artwork or the surround sound and special effects that go into all the multi million pound video games! The UK, by the way, is at the global forefront of this industry. Watch any modern film and the special effects will show countless examples of computing in action. The music you listen to has been engineered, compressed and transmitted all thanks to computers. Read any eMagazine and it is obvious that even traditional professions such as journalism have embraced the technological revolution and are using computers to create a new kind of content.

## Where will your journey lead if you study Computing?

The devices we use to consume a wide range of media, whether it's an Android phone or an iPad, are at the heart of almost everything we do. From Facebook to the latest apps, creativity is central. Stop being a simple consumer of software and start designing your own. If you can spot a gap in the market, if you sometimes think, "I wish I could find an app to..." then maybe you could be the next Mark Zuckerberg.



A GCSE in Computing will give you a fantastic set of skills to do just that. But even more than this, it will give you the skills you need for any career. You want to become a designer, architect, engineer, publisher, medical researcher, sports coach, music or film producer (the list is endless), then Computing is one of the best places to start. Don't know what you want to do with your life just yet? Perfect! Most of the jobs that will be available when you leave university haven't even been thought of yet! Computing is perfect platform here too.

**Mark Zuckerberg** is a co-founder, chairman and chief executive of Facebook. He majored in Computer Science and Psychology at Harvard University, where he wrote a programme called Facemash. This eventually led to the creation of Facebook. A billionaire by his early 20s and named as one of the world's 100 most influential people by *Time* magazine in 2012.

# “Computer Science is essential knowledge for the 21st century”

Ian Livingstone, President of games publisher Eidos

## The woman behind Yahoo!

Marissa Mayer graduated from Stanford University with a degree in symbolic systems followed by a master's degree in Computer Science, specialising in artificial intelligence. She joined Google as employee number 20 in 1999 where she became their first female engineer, rising to become one of their executives. She worked on a range of products including search, news, maps and books. In July 2012 she was appointed President and CEO of Yahoo! According to Fortune magazine she is the 14<sup>th</sup> most powerful businesswoman in America, having been in the top 50 since 2008.



## So what does the course consist of?

Computing is an intellectually challenging, yet very practical and rewarding discipline. The course reflects this. 60% of the course, and the marks, involves creating solutions to real world problems. These

focus on creating applications, such as mobile and web apps as well as computer games. The rest of the marks come from a range of theoretical topics which will help you understand how computers work and can be used to solve problems in the world you live in.

Each year the exam board will set a choice of challenges for you to solve. You will solve tasks from a range of interests, including:

- Mobile app development
- Games creation
- Web design

You will create applications to solve problems based on real life scenarios and will test how well your solutions meet the needs of the user.

We won't know exactly what your tasks will be until you start the Fourth Form, but here is an outline of the sort of tasks you might be asked to do:

## Mobile App

You have been asked by a local transport company to develop an electronic ticketing system for students who travel to school by bus.

The new system will be known as 'ChipRider'. It has been invented to allow mobile phone users to buy credit, which is stored within the phone application. This can be used to buy tickets on buses so that the students do not need to carry cash.

When the app has been used to purchase a ticket for a journey, an e-ticket must be displayed on the screen for an inspector to see.



## Gaming

Create a game where players control a space ship travelling around planets in a universe. As the ship travels around the planets it delivers supplies to various random locations before it returns to a base camp for more cargo. It might take several journeys to complete a mission



There is a range of different modifications a player can make to their ship, each affecting how the ship can travel. The player must modify their ship to maximise how it travels and what it can carry.

The player wins the game by delivering all the supplies in the fastest time.

## Web

A local sports and social club have approached you to develop a website. The website will be used to promote the facilities that the club provides for its members and to encourage people to join the club. You have been asked to include a members only section of the website which is accessible only after members have logged on. New members must be allowed to register whilst existing members must be able to edit their individual profiles. There should also be a facility for members of the public to submit a form enquiring about joining the club followed by an acknowledgment message.

**“Don’t just download the latest app, help design it”**

Barack Obama, December 2013

## FAQ

### How much value do universities place on Computing?

Many are actively encouraging it. For example, the University of Bath are offering lower entrance grades for their computer science degree course if you have studied GCSE Computing. The Russell Group, representing the top 24 universities in the UK, include Computing in their list of facilitating subjects and recommend its study for entry into a wide range of degree courses.

### Isn’t Computing just for scientists or mathematicians?

What is most important is that you are a creative thinker so that you can see as many different solutions as possible. Artists and designers are just as valued; do people buy Apple products because of the way they make them feel or the way they execute code? Scientists and mathematicians do tend to make excellent computer scientists because their brains work in ways that help them to solve puzzles. However, it is not true that you need to be good at maths and science to be good at computing.

### I don’t want to be a programmer so why should I study Computing?

This course is not only for programmers. The problem solving skills you will develop are of use to everybody. Life is full of problems and obstacles that need to be overcome. Having studied Computing, you will be much better equipped to deal with these situations.

## **What relevance is Computing to me and my life?**

Computing is all about you and your life. It will equip you with many of the skills you will need in the future, whatever you decide to do with your life. We don't yet know what the world will be like when you get a job but I can guarantee that computers will be used a lot more than they are today. With experience of computing you get the chance to create the future rather than just passively letting it happen.

## **How much of the work is practical?**

The emphasis in Computing is on designing and creating working solutions to problems. You will spend most of your time solving practical tasks.

## **Can girls study Computing?**

Girls are just as good at Computing as boys, they just tend to approach it in a different way. Girls tend to be more creative in their approach to problem solving which allows them to look at things from many different angles. Boys tend to spot a solution sooner but then don't want to explore alternatives. Boys may get more technical than girls, but girls are more sympathetic to how their creation will be used by others.

## **What was the pass rate last year?**

**95% A\* to A**

**100% A\* to B**

“When I say, 'Hey kids, you guys should want to be scientists, technicians, engineers and mathematicians...' I say that because I too am going to school to learn computer science. "I'm taking a Computer Science course because I'm passionate about where the world's going, curious about it and I want to contribute."

**will.i.am**

# Product Design

If you like being creative, are interested in how things work, enjoy making things and want to develop your own ideas and opinions then this course could be for you.

## What is Product Design?

You are surrounded by products that have been designed and manufactured in almost every part of your life. If an object is man-made and serves a function then it was probably designed by a product designer of some kind.



## What happens during the 3 year course?

The Third Form will form firm foundations in designing, creative thinking and manufacture. These skills will ensure that you deliver a quality product at GCSE. The Fourth Form will encourage you to build on these skills and implement them within a full scale project during which you will research, design, make and test products that could be manufactured and sold. In the Fifth Form you will sit your controlled assessment task which will form 60% of your final grade.

## What can I make?

During the three years you will have the opportunity to design and make products that fall into the following areas: Resistant Materials, Graphic Design and Fashion/Textiles Design. You can either concentrate on one of these areas for the whole three years or you can explore a combination of them.



## Coursework and exams

One of your projects will be assessed as a piece of coursework to form 60% of your mark. The other 40% will come from written exams at the end of the course.

## Which careers could I go into with a Product Design GCSE?

Engineering, Architecture, IT, Advertising, Film, Interior design, Fashion Design, Graphic Design, Furniture, Design, Marketing and many more.

# Food Technology

If you have a passion for working with Food either by experimenting in the kitchen or simply following a recipe from a book, and have a thirst for knowledge about the science, manufacture and technology of Food, then this GCSE is a perfect choice. It sits in well with the Sciences and with exam PE.

## What is Food Technology GCSE?

We have to eat food to survive. This course looks at Nutrition and Food Science. You will discover why we need certain foods, how ingredients are combined, how they react with each other, in order to produce Food Products for the food industry.

## What happens during the 3 year course?

The course is designed to provide a wide range of opportunities for investigation through food science experiments; designing food products and making (probably your favourite part!) through to evaluation by sensory analysis. You will learn basic practical skills and acquire knowledge of how to develop a product for the food industry.



*Sensory Analysis*



*Product Development*

## Controlled Assessment

You will complete a project in the Autumn Term of the Fifth Form. This will form 60% of your overall grade. Students will undertake a single design and make task which has been selected by the AQA examination board. The minimum time to be spent on the project is 45 hours and should consist of approximately 20 pages of A3 paper. This will be completed in lesson time.

## Examination

Around March of the Fifth Form the exam board will send out a theme on which the design section of the examination is based. This can be prepared in advance of sitting the examination. The remaining time will be spent concentrating on the rest of the specification in readiness for the final paper. This is 2 hours in length and has a 40% weighting.

## Which career could I go into with a Food Technology GCSE?

Food Technology is one of those subjects taught in schools which has direct relevance to the world of work. Study in Food Technology provides knowledge, skills and understanding which support careers in the Food Industry. The Food and Drink Industry is the biggest employer on the UK. Examples include: Catering, Nutrition, Consumer Advice, Media, Food Science, Product Development and many more.

# Drama

For more information go to [www.rgsdrama.net](http://www.rgsdrama.net) or follow us on [@rgsdrama](https://www.instagram.com/rgsdrama) for links to artistic and cultural news.

## Drama - 3 year GCSE course

***“It is because of the emotional impact of the arts that it is possible to learn from them in ways which would otherwise be impossible to achieve.”***

This is what our GCSE examiners say about the students’ learning:

*‘Overall an amazing experience. The acting ability of the candidates was in the main of the highest standard. Some of the performances would not have been out of place on the professional stage. The day was extremely well organised with a large and exceptionally well behaved, knowledgeable audience. The school is to be congratulated on the way they have approached and engaged with the exam.’*



**(WJEC GCSE Exam Report)**

*The work of the centre was characterised by a meticulous attention to detail in all aspects of production: sound effects and music, lighting, props, costume and setting were of a most professional standard. The plays chosen for performance were both demanding and varied, providing a sustained dramatic challenge for the performers, who showed an excellent understanding of the given circumstances of the pieces. The student journals were some of the best the examiner has seen, being detailed, exploratory and relevant.*

**(WJEC Exam Report GCSE Exams)**

The department has some of the most successful value-added results in the school. **93% of those sitting the qualification achieved an A\* or an A Grade in summer 2013.**

## Will I enjoy this course?

You will enjoy this course if you want to study a subject that is practical, creative and academic in its approach. You must enjoy learning with others: the subject is collaborative in its practical and experiential learning approach.

## What are the aims of the course?

This three year G.C.S.E. encourages you to develop:

- An understanding of, and response to, play texts and an appreciation of the way playwrights achieve their effects.
- An awareness of social, historical and cultural contexts through the performance of plays and improvisation.
- Increased self-awareness.
- Skills of creativity, self-confidence, concentration, self-discipline and communication.
- A passion for all areas of the Arts



The most vital thing for us is your Skill Development. **Drama students learn ...**

- ✓ to be **CURIOUS**
- ✓ to have **COURAGE**
- ✓ to EXPLORE and **INVESTIGATE**
- ✓ to **EXPERIMENT**
- ✓ to develop their **CREATIVE IMAGINATION**, which is a powerful tool
- ✓ to yoke creativity to **REASON** and **DISCIPLINE**
- ✓ to be **REFLECTIVE**

Drama students are powerful learners: they have the virtue of sociability. This ability to be flexible within disciplined teams is what employers love about a Drama student!

### **What is GCSE Drama all about?**

*“Theatre is one of the oldest forms of cultural expression, which has continually evolved in response to changing social, political and cultural landscapes. Theatre students must find new forms, new sites, new audiences and new subject matter as it offers a provocative response to the burning issues of our times: the status of the body, globalization, cultural diasporas and the environment, to name but a few.”*

Devised Practical Performance	40%
Devised Performance Report	20%
Performance from a Text	20%
Written Examination	20%

**PLUS** (and this is the good bit) because we have **three years**, there is the possibility that you may have the opportunity to extend your GCSE to get an extra, juicy qualification called an EPQ.

If the **GCSE EPQ** were to be offered, you might want to direct a production, write a play and put it on with your own technical team; choreograph a dance piece; investigate how the Arts can impact on Society; anything you have a passion about can be accommodated!

### **The Written Examination (40%)**

You will sit a 1 hour 30 minute exam

- One section will assess your ability to analyse a set text as an actor, designer and director.
- One section will ask you to critically evaluate your performance as an actor during the course.

So you will:

- Study one text from performance, directorial and design perspectives.
- Study the theatrical, social and historical background to the text.
- Write detailed essays on performance aspects of the text.
- Keep detailed journals of your practical work.
- Write detailed, critical evaluations of your practical work.

### **The Practical Component (60%, assessed during the course)**

**“Great plays endure through time because they address critical human issues that are still vital to culture.”**



## A

You will take part in a wide variety of practical work, involving both performance and design and will offer two practical pieces for assessment.

You will present:

- i) a devised piece of drama influenced by a style, genre or practitioner (40%)
- ii) a scripted piece of drama (20%)

Some of the marks on this paper are awarded for your preparation and exploratory work as a group member, and some for the performance itself. Some of the marks are awarded for your ability to compare your work with leading theatre practitioners.

**So you must be a good team player who enjoys research; someone who enjoys going to the theatre, as well as a good performer.**

There will inevitably be the need for after-school rehearsal, but devising and performing is a particularly exciting part of the course.

Your hard work in rehearsal will be rewarded by a real sense of achievement – the creation of your own work of theatre.

For both practical assessments you will keep a regular diary of your work- a working notebook. This gets sent off to the exam board along with a 1,500-word essay, in which you analyse your group and your own performance in the devised piece. *This piece of coursework is done under **CONTROLLED CONDITIONS** in school time.* **So, you need the ability to be self-aware and analytical about your work.**

## B

You get a chance to go to see lots of live theatre, either locally or in the West End. This allows you to see a range of style and genres. You will submit notes in which you critically comment on the productions, rather like a theatre critic. This gives you the chance to compare what you see with your own theatrical experiences and write about the actors, the designers and the director. **You will need to enjoy offering your opinions and be willing to go and see a range of live theatre productions.** This will mean late nights out at the theatre!



## Why do GCSE Drama?

The course will greatly enhance your cultural experience and provide you with a whole range of personal and group disciplines. Furthermore, the social and communication skills developed as an integral part of the course are invaluable.

In addition, by insisting on informed, accurate and critical analysis in all academic work, the course develops and deepens your intellectual abilities.

The course is not, and cannot be, an actor's training course but lessons will demand a full participation in a range of activities.

**A lively interest in all aspects of the theatre is desirable in any student considering this subject as an option.**

**What could I do next with GCSE Drama?**

**Many things.** At Reigate Grammar School, you can use your Drama qualification as a stepping-stone to an AS or an A2 in Theatre Studies in the Sixth Form. But, it is equally rewarding to take a GCSE in Drama for its own sake, perhaps to complement your other subjects. Or you might wish to go into a job where you will need the skills developed during this course. Whether you choose an academic, artistic, commercial or industrial career, the chance to work together to create exciting theatre and develop your own independent passion is an exciting prospect.

# Geography

*“More than ever we need the geographer’s skills and foresight to help us learn about the planet – how we use it and how we abuse it.”* **Michael Palin**

## Why study Geography?

The importance of Geography

We live in a world of amazing beauty and infinite complexity. Geography is the subject which opens the door to this dynamic world and prepares each one of us for the role of global citizen in the 21<sup>st</sup> century. Through studying geography, you begin to appreciate how places and landscapes are formed, how people and environments interact, what consequences arise from our everyday decisions, and what a diverse range of cultures and societies exist and interconnect. Geography is a subject which builds on your own experiences, helping you to formulate questions, develop intellectual skills and find answers to issues affecting our lives. It introduces you to distinctive tools such as maps, fieldwork and the use of powerful digital communication technologies. It opens your eyes to the beauty and wonder around us and acts as a source of inspiration and creativity. More than this, it will allow you to appreciate the complexity of attitudes and values which shape the way we use and misuse the environment. Through geography, you’ll learn to value and care for the planet and all its inhabitants.

You will find that Geography at IGCSE is an interesting, relevant and challenging subject; equally important is that students enjoy it. A significant number continue to A2 and to Geography or related subjects at university including marine geography, oceanography, GIS and environmental science.

## Results:

2013	%A*	%A* and A	%A* - B	%A* - C
Grade	48	73	98	100

## Syllabus: Edexcel IGCSE

<http://www.edexcel.com/migrationdocuments/International%20GCSE%20from%202011/UG030050-International-GCSE-in-Geography-master-booklet-spec-SAMs-for-web-220212.pdf>

## Structure of the syllabus and exam paper:

Section A	Section B	Section C	Section D
<b>The natural environment</b> <ul style="list-style-type: none"> <li>• Coasts</li> <li>• Hazards:               <ul style="list-style-type: none"> <li>- Hurricanes</li> <li>- earthquakes</li> <li>- volcanoes</li> </ul> </li> </ul>	<b>People and their environments</b> <ul style="list-style-type: none"> <li>• Industry / energy</li> <li>• Urban environments</li> </ul>	<b>Fieldwork</b> Questions relate to topics in Sections A and B.	<b>Global Issues</b> Globalisation and migration

There is no coursework for the IGCSE Geography exam

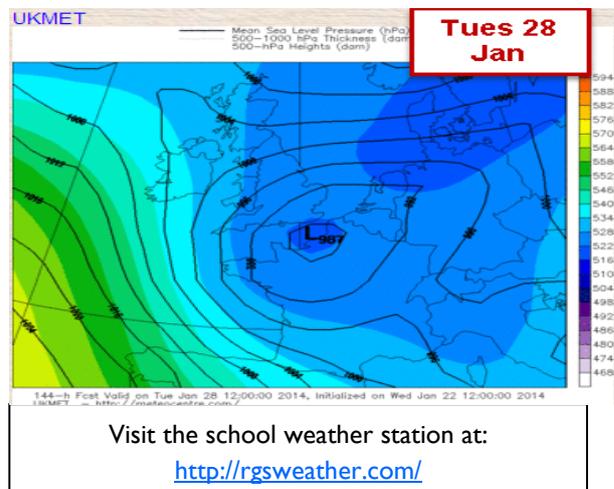
The single examination paper of 3 hours consists of questions requiring short and extended answers, graphical and data questions and fieldwork questions.

## Section A

### The natural environment and people

Complete two of the three topics:

1. River environments
2. Coastal environments
3. Hazardous environments



## Section B

### People and their environments

Complete two of the three topics:

4. Economic activity and Energy
5. Ecosystems and rural environments
6. Urban environments



Urban environments: safe, attractive, threatening?

## Section C

### Fieldwork

Complete two of the four questions.

## Section D

### Global issues

Complete one of the three topics

9. Fragile environments
10. Globalisation and migration
11. Development and human welfare

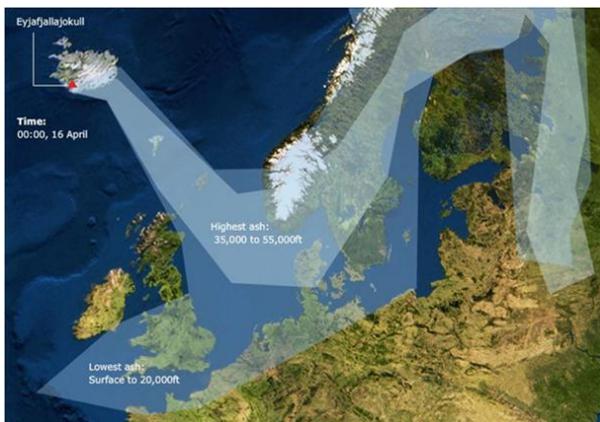


The impact of globalisation?

Fieldwork:  
Fourth Form students at  
Cuckmere Haven



**Fieldwork:** Students need to carry out a variety of fieldwork exercises. Details of these will be given at a later date. It should be noted that fieldwork is a requirement of the course. All the necessary techniques will be demonstrated, with ample opportunity to consult with your teacher. Exam questions will focus on the acquisition of a range of geographical skills.



**Geographical enquiry** encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future. Fieldwork is an essential element of this. Pupils learn to think spatially and use maps, visual images and new technologies, including geographical information systems (GIS), to obtain, present and analyse information.

**Careers:** Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences.



# History

## GCSE Modern World History



The Modern World History course is interesting, exciting, vital and relevant in terms of its content, the skills and attitudes it develops and its major contribution towards citizenship.

### Content

These are just some of the questions you may come across in studying Modern World History at GCSE:

What was the impact of the First World War? How do you explain the rise of Adolf Hitler and the Nazis? What was Nazi Germany like for women, for children and for Jews? Why did the Holocaust happen? What caused the Second World War? What happened in the Second World War? What was the impact of the Second World War? Why was the atom bomb dropped? What is communism? What was the Iron Curtain? Who fought the Cold War? What happened in the Cuban Missile Crisis? Why was the Berlin Wall built? Why was it pulled down? What was life like in America in the 1920s? Who were the flappers, and why were there so many gangsters in the 1920s? What was the Wall Street Crash? How successful is the United Nations? Why has Europe become more united?

**We shall begin the Third Form with a unit of study based on empire and the slave trade, and we will then follow this through to explore race relations in the USA 1955-68.** The formation of the Ku Klux Klan, the segregation laws, and Rosa Parks and the Montgomery Bus Boycott all form part of this unit, and along with an investigation into the role of Martin Luther King, it will provide students with an excellent understanding of, and insight into, modern day America.

### Skills

In order to understand and develop answers to these questions you will learn a range of important skills which are directly relevant to understanding the world around you and the world of work. For instance, you will learn how to research, interpret, analyse and evaluate all kinds of sources of information (a skill vital in our information age); you will learn how to communicate your ideas effectively orally, visually and in writing; you will develop the skills needed for successful argument and analysis.

## Understanding

Through study of different societies (in America, Germany and Britain) we hope you will also develop a real and deep understanding of the world around you and an appreciation of the nature of our own society by contrast with others. For instance, you will examine key ideas and values of the 20<sup>th</sup> century – freedom, democracy, nationalism, communism, fascism; your social and economic understanding will be enhanced by examination of the causes and effects of, for instance, boom and bust in America and Germany, and the impact of war. You will study different cultures and consider the impact of scientific and technological change.

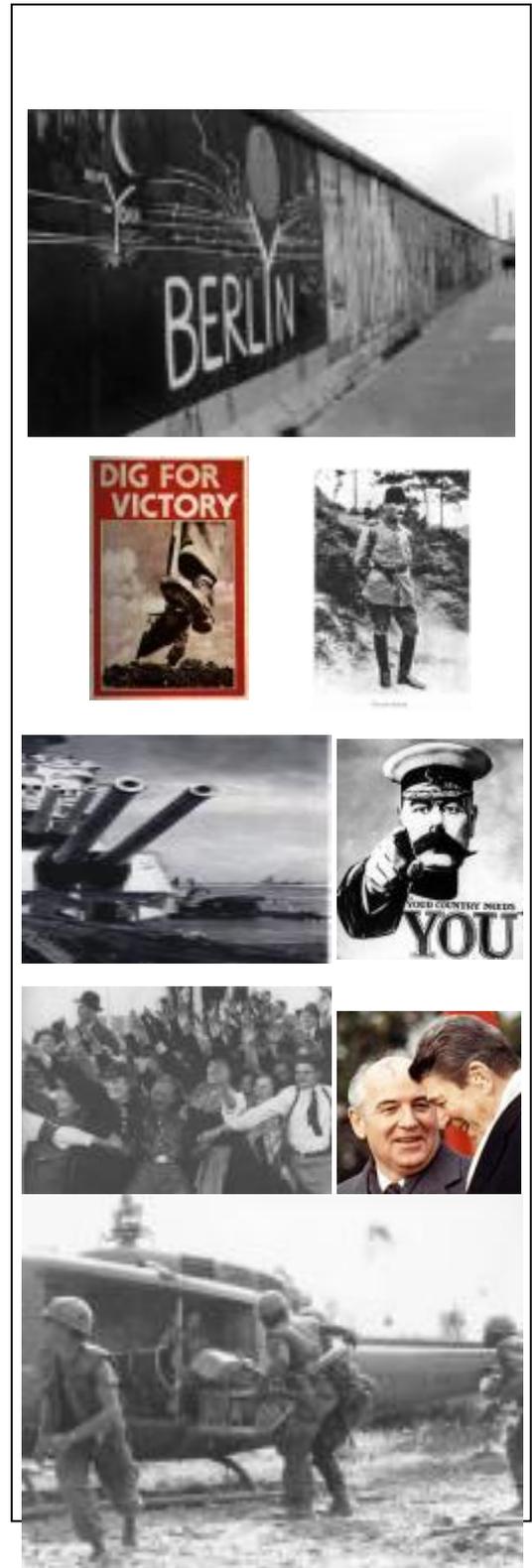
We aim to develop understanding of the nature of cause and consequence in human affairs, and of the nature and impact of change.

## The Syllabus – AQA Modern World History

Students will be assessed partly by examination (75%) and partly by controlled assessment (25%). There are two examinations. Paper 1 is based on International Relations from 1919-1960 and Paper 2 is based on The Roaring 20s, USA 1919-1929, Hitler's Germany, 1929-1945, and War in Vietnam 1954-1975. Both examinations use source work as well as testing knowledge and understanding of the course as a whole through your ability to analyse and evaluate events. The coursework, known as controlled assessment, involves a study of both the First and Second World Wars.

**Teaching and learning** will be varied: there will be source work, discussion and group work, presentations, newspaper reports, investigations and research, short and long answer questions, debates and others!

You will be studying a vital and highly regarded academic subject in which, you will find variety, interest and stimulus.



# Modern Languages

## (French, German and Spanish)

**“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”** *Nelson Mandela*

### Why learn Modern Languages?

Studying one or two modern languages at iGCSE and beyond is very fulfilling in itself but it also enables you to discover different cultures and ways of life and enhances opportunities at university and in many professions. Being able to express yourself in a foreign language is both a joy and a real achievement and GCSE languages enable you to do this.

### One or two modern languages?

There is a misconception about learning two modern languages being difficult and people assuming that you will mix up the two languages a lot. This is not the case and in actual fact, learning two modern languages will involve the same skills and roughly the same topics as learning one language. You therefore end up using your knowledge and skills in both languages and this facilitates your learning and your listening, reading, speaking and written skills. What you learn in one language will be so easily transferable into the other language you are learning!



Understanding Spanish Culture and festivals and comparing them with British traditions.

Your future prospects will be enhanced with a good knowledge of two modern languages and you will enjoy comparing the cultures, the linguistic aspects and be able to converse with an increased number of people.

**“A different language is a different vision of life.”**

*Federico Fellini*

### What is studied in the Third, Fourth and Fifth Forms in Modern Languages?

In the Third Year, pupils continue to learn new structures, vocabulary, grammar and topics to enhance their language skills and understanding of the culture of the countries where that language is spoken. They also continue to develop their ability to communicate in greater detail including personal opinions on a variety of topics in different tenses.

The actual iGCSE course starts in the Fourth Form when the language increases in richness and depth. There is no coursework and the syllabus used is Edexcel, studied through a variety of resources, textbooks, magazines and multimedia software. It is a topic-based course and includes the topics of the family, holidays, travelling, local environment, education, personal identification, food and many more. It is an attractive course and pupils learn how to cope with communicating about themselves as well as discussing topical issues such as leisure activities and preferences, the dangers of smoking and reasons for or against school uniform.



Jenny and her French pen-friend enjoying a day at the French school

Pupils are increasingly able to express ideas and opinions on a variety of matters, including the environment, friendships and the media but they can also manage everyday conversations in the foreign language.

The concept of reading for gist rather than detail is further developed, and there are authentic details on everyday life in mainland Europe which are of particular interest. Students study more of the structures and grammar of the languages and pupils gain satisfaction from being able to express themselves more fully and with increasing confidence on a wide choice of subjects.

The knowledge gained in the fourth year is developed in the Fifth Form as pupils produce increasingly sophisticated language. Existing oral and written skills are developed as more words are introduced, along with key phrases and a richer selection of topic-specific vocabulary. Spelling and grammar continue to be developed through stimulating exercises.

### Languages exams ...

Pupils take the iGCSE examination in the four language skills – Speaking, Listening, Reading and Writing. Oral language is important, and pupils are expected to be able to communicate ideas and opinions on a variety of topics such as relationships, holidays and school. There is the opportunity to speak with the languages assistants on a regular basis (weekly or fortnightly).

#### The iGCSE consists of the following components:

**Speaking** - 25% of the overall mark: an oral examination in two parts; talking about a chosen photo and conversing about different topics. The examination is conducted and recorded by the teacher.

**Listening** - 25% of the overall mark: questions and answers in the foreign language and in English in response to recorded items.

**Reading** - 25% of the overall mark: questions and answers in the foreign language and in English on a selection of letters, articles and short passages.

**Writing** - 25% of the overall mark: two compositions (50 words and 150 words) in the target language in response to tasks on the topics studied.

#### Opportunities outside the classroom:

Modern linguists in the Third, Fourth and Fifth Forms can take part in various competitions, clubs and events organised by the Department, including St Nikolaus Fest, a poetry translation competition with The Guardian, a weekly Mandarin club, involvement in our Junior Linguafun club to help enthuse First Formers. Each year, we also organise plays in the different languages with a theatre company who comes to RGS.



## French



In the Third Form, students learn much about Paris and study the acclaimed French film “Au revoir les enfants”, learning about the Nazi occupation.



Students learning French are also encouraged to go on our Fourth Form Exchange with a prestigious and well regarded private school near Lille (northern France) where they stay with their penfriend’s family, discover the Lycée and attend lessons, visit local cultural and historical attractions and more generally learn in-vivo about French life and French culture. French and English students communicate with each other through different means and always enjoy the opportunities and the immersion provided. Some even continue to correspond in the Sixth Form!

## German



As part of their German IGCSE course students have the opportunity to practise their German language skills during the Exchange Programme with a grammar school in Aachen, where students will stay with German host families. There is also a cultural and linguistic visit to the cosmopolitan capital of Berlin.



## Spanish

The Fourth Form go to Cantabria where we are linked with a local school. Students exchange emails and letters in preparation for the visit. Activities whilst there currently include lessons in the morning and cultural events in the afternoon. Pupils thoroughly enjoy the first-hand linguistic opportunities and come back with a renewed sense of purpose, and much improved grammar and accent!



Learning about the Spanish speaking world



Fourth Form Trip to Cantabria: at the top of the “Picos de Europa”

# Music

## Why would I want to study Music GCSE?

Well, do you like music? There are very few people in the world who don't. Music is an integral and vital part of life. Here are two quotes, one about music, and the other about music students:

*"Music is everyone's possession."* (John Lennon, member of The Beatles)

*"A Music qualification is the most useful. Music students can multi-task, manage people, are sensitive and can perform in public"* (Admissions tutor, Cambridge University).

Music washes the dust off everyday life. Listening to music inspires, energises and relaxes people. Music speaks to people from all cultures and walks of life. Being able to play and write music is an ability that everyone will envy you for.



## What is the course like?

As you might expect, more than half of the course is practical and there is a lot of playing, composing and listening to music from all styles and from all over the world. GCSE Music offers tremendous variety and diversity – not only will you be dealing with music you are already familiar with, but you will be encountering a lot of new music as well.

The course divides up as follows:

### Performing

You will perform solo and as a member of an ensemble. There is no performing to an examiner – all the assessment is by your teacher. As this is coursework, you can have as many goes at performing as you like. Those who are good at Music Technology can do a computer music option instead of performing.



### Composing

We teach you to compose from scratch. You can compose in any style you like, and for any instruments. With our excellent live and studio facilities, you will have all you need to produce great compositions and a lot of one-to-one support from your teacher. Over the three years of the course you'll write a number of pieces, and will submit your best two for GCSE.

**Listening and Appraising** You will study four areas of music:

- *Western Classical Music.* You will be studying choral, orchestral and piano music from the Classical tradition, with three set works.
- *Music in the 20th Century.* You will be studying three very different pieces from the last century, including minimalist music for electric guitar, songs from shows and orchestral music.

- *Popular Music in Context.* You will be studying pop music from different styles, with three set works covering jazz, rock and dance music.
- *World Music* You will be studying music from other cultures of the world, including African, Indonesian and Celtic folk music.

At the end of the course you will sit one 90-minute written paper, which will consist of questions asked about the 12 pieces that you have studied during the course.

### **What about resources and facilities?**

The Music School has outstanding facilities for you to use in your GCSE Music course, and it is all available to our GCSE students. Whether you need iMacs, a recording studio, pianos, keyboards, guitars, drums or even a sound-proof room, the Music School has all of these things and more.

### **But surely the music course is only for those who are experienced at playing instruments?**

Not as experienced as you think, probably. You need to be learning an instrument or singing with a view to being at least about grade 5 standard (you don't have to have taken actual grade exams) by the end of the Fifth Form. That's three years away – so you might only be at grade 2 at the moment. You need to be interested in music and to have a broad mind, and to be willing to 'give it a go' as far as composing is concerned. The course is hugely rewarding and has something for everyone.

### **What will the lessons be like?**

GCSE Music lessons are never boring and always extremely diverse. You'll be studying an in-depth course on how to compose songs and instrumental music, engaging in all sorts of playing music, and listening to and learning about music from all genres and styles. Teaching is often on a one-to-one basis and there is a lot of encouragement to use our website and blog to extend and share your love of music.

If you love to play music, want to learn to write music better, and love listening to music, then GCSE Music is the course for you!

Find out more by reading the blog, watching the videos and hearing the music at [www.reigategrammarmusic.com](http://www.reigategrammarmusic.com).

# Religious Studies: Philosophy and Applied Ethics

## What is Philosophy & Ethics?

**Philosophy** is the study of *how* people think; it is the study of politics, legal systems, and the very way in which society and cultures work.

**Ethics** is the study of the language we use to describe actions and *why* certain actions are considered "right" or "wrong" and what we mean by important words like *good* and *bad*, *right* and *wrong*. This is particularly important when analysing medical ethics like abortion, euthanasia and embryo research.



## Why choose P&E?

Many students enjoy P&E because it gives them the opportunity to form their own views and argue them. P&E doesn't teach you what to think; it teaches you how to think. It examines many of the big questions that humanity has asked for millennia, as well as many of the big ethical dilemmas that we face in the 21st century.



As well as being a fascinating subject, P&E teaches knowledge and skills that are valuable for a wide variety of university courses and future careers, including law, politics, medicine, science, media and business. It teaches you to think critically, analytically and logically, and to develop and defend your own arguments. The course is highly regarded by universities.

## What can I do with it?

You will be taught to demonstrate your **knowledge, understanding and evaluation** of often complex contemporary political, social and moral issues. You will be taught to balance contradictory evidence and opinions in equal depth and then to show understanding of the various *effects* of these opinions and philosophical views upon the world in which we live. Finally you will be required to *evaluate* these world views and reach a balanced judgement in the light of all of the evidence. These are key skills if considering a career in the law, medicine, economics as well as politics and journalism.



### • A Decision Maker

Business and the Civil Service need people who can make decisions. Right from the Boardroom to the shop floor, decisions are the means by which money is made and lost. Studying Philosophy & Ethics is good training for decision-makers. When writing essays you take information from various sources, weigh it up and then adopt and defend a point of view whilst then balancing opposing arguments and evidence in order to reach a decision. This is an exact description of how a manager makes decisions.

### • Self-Challenger

The most demanding part of the course is the realisation that we all bring to any discussion our own ideas and prejudices. We will be challenged to realise that we hold opinions not shared with the rest of humanity. The course will challenge views of the world including our own. The ability to recognise our own and other people's views is an invaluable tool in deciding how to act and react to people and situations.



### • **The Human Factor**

Industry, politics, the law, the professions - they are all to do with how people interact with one another. Philosophy & Ethics is the study of human nature and the way in which human emotions, beliefs and actions affect the world we will inherit.

### • **The Abstract**

Many people find it difficult to understand abstract concepts - things that cannot be seen. This is the basis of Philosophy & Ethics and this GCSE will give you a qualification in an area where you will have had experience of wrestling with *ideas*. *Ideas jobs* require innovation and the ability to make changes because all changes are abstract until they are implemented and all employers look for people who can make and manage change.

### **What do people think about it?**

The most ancient universities in Europe were established for the study of Philosophy and Theology. These subjects are therefore well established and respected disciplines for entry into a variety of jobs, not least the law and medical professions, because of the topics covered in the syllabus.

Here is what a few people say about Philosophy in the "real world":

"...people who have studied philosophy are more interesting to employers in the media ....." (Rustom Irani, Journalist, *The Times*)

"... any student of right and wrong would have a good grounding in the essential problems of policing and the law ..." (Kevin O'Connell, Metropolitan Police)

"Philosophy is one of the most general arts courses ... it demands a working knowledge of language, geography, social groups; evidence has to be weighed for historical judgements of sequence and probable cause of events ... the eternal concern of right and wrong ....." (E Burge, Dean of Science, London University)



### **What would I study?**

There are **two** sections of study: Philosophy and Ethics, like most of the GCSE subjects you will study here, will have **four examinations**. There is *no* coursework component.

The following modules are covered in the **Philosophy** side of the course:

#### **End of Life**

Is there an afterlife? What's the evidence? What is it like? Is there a heaven and hell? How do we mark the end of a person's life?

#### **Belief about Deity**

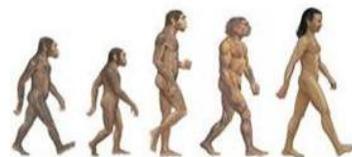
Is there a God? If there is a God, what is he/she/it/they like? Is God involved in the world? Does he do miracles? Was Jesus God?

#### **Good & Evil**

What are good and evil? Why do bad things happen to good people? If God exists, why does he allow suffering? Are humans good or bad by nature?

## Religion & Science

Has science disproved religion? Can modern science be combined with religion or are they contradictory? How should we treat the environment?



The following modules are covered in the **Ethics** side of the course:

## Peace & Justice

Is it ever acceptable to use violence or go to war? How should we respond to unjust governments? How should we treat criminals?



## Human Relationships

What kinds of sexual relationships are acceptable? Does marriage matter in the 21st century?



## Equality

Are all people equal? Why? If so, how can we ensure that everyone is treated fairly?

## Medical Ethics

Abortion? Fertility Treatment? Euthanasia? Animal Testing?

## Poverty & Wealth

Do rich nations exploit poor nations? Should we help the poor? How should we use our money?



## FAQs

### Is it RS?

The GCSE we offer is one of a range of Religious Studies options. However, unlike the Lower School course, the focus is on the issues rather than the religions — we use religious ideas as a way into considering the philosophical and ethical questions.

### What other subjects does it go with?

P&E draws from many other subjects, and therefore fits well with most combinations. P&E encourages the logical thinking and examination of evidence that come from maths and science subjects, but also draws from the more descriptive aspects of humanities subjects. P&E functions well both as a contrasting subject for students focused on a science or an arts route or as a general subject for those who want to keep all their future options open.

### How hard is it?

Philosophical thinking is challenging but it is fun. You need to be prepared to think for yourself, but the grades from previous years suggest that those who are willing to do this are able to attain very high grades.

### Is there lots of writing?

The subject is essay-based. However, the exams follow a simple five-part structure and it is easy to learn the techniques to write effective answers in order to score high grades.

# Science

## IGCSE Biology

**Have you ever wondered about questions like these?**

- What is DNA finger-printing?
- Why does your skin become wrinkled after a long spell in water?
- What happens to your food once it's inside you?
- How long can a seed survive before it dies?



If so, you are already thinking about biology!

**Biology (or the study of living things) will teach you about topics such as:**

- cell activity
- processes occurring inside animals and plants
- hormones and drugs
- genetics and inheritance
- human impact on the environment
- disease and its control
- genetic engineering
- using micro organisms in industry



Learning Biology is important if you want to follow a career in areas such as Medicine, Dentistry, Marine Biology, Ecology, Health Care, Veterinary Sciences, Botany, Teaching and Environmental Studies.

We follow the Edexcel syllabus and begin our work at the start of the Third Form. Examinations are taken in the fifth year and consist of two papers. There is no coursework.

**The course aims:**

- To give you biological knowledge which you can use in your everyday life.
- To think scientifically and understand something of how scientific ideas have developed.
- To plan, carry out and evaluate biological investigations.
- To consider ethical, health and life issues.
- To present your findings clearly and logically, using ICT where appropriate.

# Science

## IGCSE Chemistry

Chemistry affects every one of us, every day of our lives. Look around you. Is there anything to which chemistry has not made a substantial, often essential, contribution? Even the document you are reading here has relied upon chemists who manufactured the paper and ink etc. The fascination of understanding how things around (and inside) us work at the molecular level makes chemistry an essential part of our modern society.



Some people regard chemistry as a dirty, non-green subject. They are quite wrong! The reality is that if you wish to do something about, for example, environmental pollution, a thorough understanding of chemistry is essential. Today's chemists are at the forefront in helping to control, reduce and avoid pollution.

We follow the new EdExcel International GCSE course which is assessed by two written components (there is no coursework):

- **2 hour exam**
- **1 hour extension exam**

The syllabus content contains topics on:

- **Atomic Structure and Bonding**
- **Inorganic Chemistry** – Chemistry of the elements / The Periodic Table
- **Organic Chemistry** – Oil and Carbon Chemistry
- **Physical Chemistry** – Rates of reactions, electrolysis and Reversible reactions
- **Quantitative Chemistry** - Calculations
- **Reactivity Series and Extracting metals**
- **Acids, Bases, Salts and Neutralisation**
- **Experimental and investigative skills**

Studying chemistry unlocks a wide range of exciting careers from Medicine to Environmental Science. Chemistry students learn to solve problems, analyse data and carry out research. These skills are highly sought after and are valuable in all types of employment.

# Science

## IGCSE Physics

Chances are you've already read the biology and chemistry information pages. We can't offer blowing things up or dissections, instead we offer you the chance to study everything in the entire universe in addition to how to wire a plug (there is some other stuff in there too but I'm trying to keep things concise).

Next year you will begin to study for your IGCSE by starting the forces and motion topic. Studying physics is not just about dry facts and gravity, it allows you to gain an understanding of how the world around us works and allows you to make predictions.



### Throughout the IGCSE we focus on seven different topics:

- forces and motion
- electricity
- waves
- energy resources and energy transfer
- solids, liquids and gases
- magnetism and electromagnetism
- radioactivity and particles

We cover these topics from a practical basis, which provides a greater breadth and depth of understanding. In addition to practical work there is plenty of time for working through exam style questioning. The IGCSE Physics course is very thorough and leads on extremely well to the A Level course.

People who study Physics have access to a wide range of exciting careers ranging from engineering & nanotechnology to climate change and medicine. Physics pupils learn to problem solve, analyse data and carry out research. These skills are highly sought after and are valuable in all types of employment. If you have any questions please come and see Mr Saunders or any other member of the Physics department.



# Sports Studies



## An introduction to the new OCR GCSE Physical Education Course:

- Comprises 50% practical, 40 % theory (two 1 hour written examinations) and 10% controlled assessment tasks.
- The two examination papers comprise of multiple-choice questions worth 15 marks as well as short answer and extended response questions worth 45 marks.
- You do not have to be a superstar to do the course - all you need is a keen interest in sport and a willingness to learn.
- You have lots of choices as to which sports you want to focus on and submit. You will not be forced to submit a sport you are not happy with.
- You will be given every opportunity to consolidate and develop existing skills, as well as having the opportunity to explore new and different sporting challenges.
- You will have the opportunity to develop your skills as an official and/or a coach in a sport you feel confident about.
- If you choose this option you will get extra practical sports lessons on top of your normal PE and games periods.
- You will also get regular classroom lessons to learn and consolidate skills relating to the theoretical part of the course.
- The course will be structured so that many of the theoretical aspects will be taught in a practical environment, which should make the learning of new skills interesting.
- You do not have to submit your final sporting practical choices until the spring term of the 5<sup>th</sup> year, so we have plenty of time to develop skills before finally choosing.
- If you want some variety in your GCSE choices and are keen on sport you should give this option serious thought.
- Having variety in your GCSE's is considered by some as being an advantage when moving on from GCSE level, and PE will certainly help provide some variety.
- If you enjoy your sport you will find it an interesting, challenging and ultimately rewarding area of study.

## Theory Paper

The main areas of study include:

- The key concepts in Physical Education.
- The key processes in Physical Education.
- Opportunities, pathways and participation.
- Developing skills, techniques and motivation.
- Developing physical and mental capacity.
- Informed decision making using the principles of training and safe exercise.

## Practical Performance

- You have to submit **FOUR** separate performances which combined are worth 50% of your final grade.
- These **FOUR** performances must come from at least **TWO** different activity groups (see the seven activity groups for details).
- All you have to make sure of is that your fourth choice comes from a different activity group to the one used for your first three choices.
- Each of the performances is marked out of a max of 25.
- You may be assessed as a coach or official/referee in one of your chosen activities.
- If your chosen activity does not appear in the seven groups, it may be possible to gain permission from the exam board to use it.



## Controlled Assessment Tasks

- There are two controlled assessment tasks which combined are worth 10% of your final grade.
- You are given two hours to complete each task in supervised conditions. In preparation, you will carry out several weeks of planning tasks.
- The first task is Analysing Lifestyle, which requires you to look at the lifestyle of someone you know and plan ways in which they could bring about positive changes, in order to improve their health and well-being.
- The second task is Analysing Performance, which requires you to analyse your skills and technique in a chosen sport and to implement training plans in order to improve your overall performance.

## Practical Options and Groups for the OCR Exam PE Course

### Invasion Games

Football	Basketball	Gaelic Football	Goalball	Handball	Hockey
Hurling	Ice Hockey	Lacrosse	Netball	Roller Hockey	Rugby League
Rugby Union	Water Polo				

### Striking Games

Cricket	Rounders	Softball
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### Net, Wall and Target Games

Archery	Badminton	Eton Fives	Golf	Racketball	Squash	Table Tennis
Tennis	Volleyball					

### Gymnastic Activities

Figure Skating	Gymnastics	Rhythmic Gymnastics	Trampolining
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### Combat Activities

Boxing	Fencing	Judo	Karate	Tae Kwon Do
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### Dance Activities

Required Response Dance	Contemporary Dance	Aerobics
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### Athletic Activities

Cross-Country Running	Cycling	Resistance Training	Rowing	Athletics
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# Controlled Assessment – Information for Parents and Internal Appeals Policy

This policy applies to controlled assessment which is conducted and marked in school and moderated by the examination board. Reigate Grammar School is committed to ensuring that teacher assessment of students' work for external qualification is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments are conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. The school is committed to ensuring that assessment evidence provided by students is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a piece of work is marked by different teachers, internal moderation and standardisation will take place to ensure consistency.

To ensure that each student gives their best performance in these controlled assessments, the school ensures the following:

- The Head of Upper School coordinates with Heads of Department to produce a schedule of controlled assessments in order to spread activities, where possible, throughout the Fourth and Fifth Forms. A copy of this schedule can be found on the school website;
- The Head of Upper School, together with the Deputy Head (Academic), maps overall resource management requirements to enable students to have access to the facilities they require;
- Heads of Department will manage the appropriate and permitted level of preparation with students and standardise internally the marking of all teachers involved.

Parents can help by encouraging students to keep school absence to a minimum, particularly during periods of controlled assessment.

Due to the nature of controlled assessment, it is not possible for students to repeat an assessed activity. If there are exceptional circumstances leading to a student not completing an activity (eg a serious illness), the Head of Department will endeavour, where possible, to make alternative arrangements. Parents and students must understand that this may prove difficult particularly for activities involving extended periods of work.

## Internal Appeals

1. Enquiries about controlled assessment marks should initially be addressed to the teacher responsible for assessing the work.
2. The teacher will provide the student with details of the marks awarded and explain whether marking/internal moderation is complete. If examination board regulations allow, the teacher will discuss with the student the reasons for awarding the mark.
2. If the student is still feels that the piece of work has not been marked according to examination board standards, a formal appeal in writing may be made to the examinations officer within seven working days of the student receiving the final mark. The piece of work will be re-marked by the Head of

Department. The student and parents must be made aware that the appeal may result in the mark staying the same, going up or going down.

5. The student and parents should be informed of the result of the appeal within five working days.
6. If the teacher has doubts about authenticating a piece of work, these will be raised with the student at the earliest opportunity. The student will be given a chance to remove material which cannot be authenticated or to undertake an alternative task if this is practical. The Deputy Head (Academic), Head of Upper School, Head of Department, Examinations Officer and parents will be informed in all cases where work cannot be authenticated. If malpractice is suspected whilst the controlled assessment is occurring then it should be investigated immediately and if necessary, the Deputy Head (Academic) made aware.
7. The examination board will be informed if the findings of any appeal are not likely to be final by the date of the last externally assessed paper in the subject.

## GCSE Level Results

Department	2013 GCSE results			3 year average results		
	Entry	A* (%)	A*-A (%)	Entry	%A*	%A*-A
Art	26	26.9	<b>76.9</b>	31	15	<b>47.8</b>
Biology	93	67.7	<b>92.5</b>	79	59.5	<b>84.6</b>
Chemistry	93	58.1	<b>86</b>	79	58.6	<b>83.3</b>
Classical civilisation	10	0	<b>0</b>	9	14.3	<b>28.6</b>
Drama	43	48.8	<b>93</b>	43	61.1	<b>93.5</b>
Design Technology	13	53.8	<b>100</b>	21	37.7	<b>82.9</b>
English Literature	141	28.4	<b>69.5</b>	137	22.9	<b>67.2</b>
English Language	141	36.2	<b>70.9</b>	137	29.7	<b>66</b>
Physical Education	35	25.7	<b>57.1</b>	31	22.9	<b>53.7</b>
French	59	47.5	<b>71.2</b>	63	32.4	<b>54.1</b>
Food Technology	5	60	<b>80</b>	6	53.3	<b>74.3</b>
Geography	82	42.7	<b>72</b>	82	32	<b>63.6</b>
Greek	14	42.9	<b>92.9</b>	12	35.4	<b>70.4</b>
German	7	28.6	<b>85.7</b>	9	36.4	<b>67.4</b>
History	102	45.1	<b>67.6</b>	90	45.4	<b>74.9</b>
Computing	21	28.6	<b>95.2</b>	19	29.7	<b>74.5</b>
Latin	43	60.5	<b>83.7</b>	47	47	<b>78.9</b>
Mathematics	141	48.2	<b>79.4</b>	137	43.6	<b>80.6</b>
Music	17	17.6	<b>52.9</b>	21	28.2	<b>69.9</b>
Religious Studies	49	34.7	<b>73.5</b>	53	53.9	<b>81.4</b>
Physics	93	59.1	<b>90.3</b>	79	58	<b>84.5</b>
Science	96	19.8	<b>35.4</b>	117	31.2	<b>57.7</b>
Spanish	75	40	<b>60</b>	74	38	<b>59.1</b>
School		44.2	<b>74.6</b>		39.9	<b>71.5</b>