



REIGATE GRAMMAR SCHOOL

# GCSE COURSE CHOICES

## 2020-2023

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# GCSE SUBJECTS AT RGS

3D Design (Product Design)	German
Art and Design (Fine Art)	Greek
<b>Biology</b>	History
<b>Chemistry</b>	ICT
Classical Civilisation	Latin
Computer Science	<b>Mathematics</b>
Drama and Theatre Arts	Music
<b>English Language</b>	Physical Education
<b>English Literature</b>	<b>Physics</b>
Food Preparation and Nutrition	Spanish
French	Statistics
Geography	Theology and Philosophy

Bold denotes compulsory core subjects

# THIRD TO FIFTH FORM COURSES 2020-2023

On entry to the Third Form, all students begin a three-year GCSE programme. Students usually begin on nine or ten GCSEs, with the core subjects of Maths, Biology, Chemistry, Physics, English Language and English Literature and the choice of four additional GCSE options from the selection on the right. However, our commitment to providing a personalised programme means that students may end up with anything from eight to eleven GCSEs in the summer of the Fifth Form. Where students take eight or nine, this is usually to help ensure confidence in their studies through additional support, or in cases where, for example, a student has a particularly heavy extra-curricular commitment. For those taking eleven, it is often because they have an additional Maths qualification. These courses need to be chosen with care in consultation with the school, including our careers department.

In addition to their examination subjects, students will continue with Physical Education and Games and, as part of the Electives programme, Religious Education and Personal, Social, Health and Economic Education.

This option system is designed to enable students to study a balanced, broad-based academic curriculum. Most of our GCSE students go on to study A Levels and eventually a degree. The options available at university depend on the choice of A Level subjects and on the breadth of GCSE subjects so these subjects must therefore be chosen with care.

To that end we recommend that students choose subjects they enjoy. If they enjoy the subject they will work hard, if they work hard they will do well.

## Options Courses

3D Design (Product Design)\*  
 Art and Design (Fine Art)\*  
 Classical Civilisation  
 Computer Science  
 Drama and Theatre Arts  
 Food Preparation and Nutrition  
 French  
 Geography  
 German  
 Greek  
 History  
 ICT\*\*  
 Latin  
 Music  
 Physical Education  
 Spanish  
 Statistics  
 Theology and Philosophy

\* Please note that it is not possible to choose both Art and 3D Design

\*\*We may also offer a course in ICT if we have viable numbers. Please declare an interest in ICT if you wish to study it as one of your four options.



# WHAT OUR STUDENTS SAY

## CASE STUDY

### Sanjanaa Kamalakannan



I found the transition to Upper School refreshing. It was great to focus on the subjects I particularly enjoyed and the new classes were really exciting.

What I enjoy most about RGS is how willing teachers are to help when you need it. I also really like the way

subjects are taught to us as it has led to me thoroughly enjoying lessons.

I like that when it was the time to pick our GCSE subjects, we weren't pressured into making specific choices. The information we were given in assemblies was really informative and helped me to understand how I should choose my subjects. I think it is extremely beneficial that we follow a three-year GCSE course as it allows us to space out our learning. I also like how the workload isn't too heavy - I am still able to enjoy extracurricular activities.

The clubs at school allow me to do new things away from the regular subjects. I also put a lot of time into music outside of school, which really helps my understanding for Music GCSE. There are also numerous societies that the school offers, which encourages me to think about things outside of my GCSE courses that are still linked to my subjects.

## CASE STUDY

### Harry Armstrong



Starting the Third Form gave me a real sense of independence and freedom; going from studying an array of subjects to four which really interested me in addition to the core subjects. No longer was I learning just for the fun of learning; now there was a

clear goal in sight and a real qualification to work towards. In terms of the social aspect, entering a new form and several new classes with both some of my close friends and a mixture of people to whom I had never spoken was truly refreshing, allowing me to form new friendships with those whom I knew little about.

Even disregarding the warm and welcoming atmosphere that students enjoy every day, I think the excellent quality of teaching is simply unparalleled. My teachers work with their students, are flexible and are fully committed to helping you to do the best you can, while still consciously looking out for students when the academic pressure becomes a little challenging.

Above all, the flexibility of the RGS GCSE programme is something for which I am thankful. As someone who enjoyed learning languages and wasn't particularly good at the more creative subjects, I wasn't forced into complying with minimum requirements or a rigid framework of what I had to choose. Even after half a year's worth of study, I was still allowed to change one of my subjects after I realised that I really wanted to do a different one.

The range of extra-curricular activities at RGS is far-reaching. Being someone who enjoyed debating and with an international outlook, participating in Model United Nations has been an invaluable asset, inspiring me to speak confidently in front of large audiences as well as allowing me and other students to travel far and wide to meet other keen speakers from all around the world.

## WHAT OUR STUDENTS SAY

### CASE STUDY

#### Charlie Jackman



Unlike most, I joined RGS in the Third Form. This transition may seem daunting - joining a new school where everyone knows each other, but you should not worry. On my first day everyone was so kind and inviting I felt as though I fitted in instantly.

Within days I had made strong friendships and felt completely at home. My teachers made sure they got to know me and my class mates made sure they could help me with whatever I needed. The transition was easier than I ever imagined.

I have never considered school to be a chore as teachers make sure learning is interactive and fun. There is a good balance of hard work and downtime and there are areas in the school like the student café where at break you can relax and interact with friends.

RGS GCSE courses have worked exceptionally well for me - spreading the learning over three years is extremely beneficial and the option to change subject choices within the first term means you can study the subjects you know are right for you. There is more time to learn the syllabus in detail with no need to cram towards the end which makes things a lot easier and less stressful. Apart from the core subjects there are no compulsory subjects so students can choose subjects they really enjoy and excel in.

Being heavily involved in rugby and swimming as well as a few other sports, my schedule is very busy. The school offers multiple extracurricular activities before, during and after the school day. An average week for me will involve going in early before school for strength and conditioning sessions or swimming training, as well as rugby training twice a week after school. I make the most of these activities as I find it is a great way to take a break from work. There are numerous other clubs and activities aside from sport that students can participate in meaning everyone can get involved if they wish.

I am very pleased I chose RGS. I have developed as an individual and the school has really prepared me for the future. I have thoroughly enjoyed my experience here and look forward to the rest of my time at the school.

### CASE STUDY

#### Peggy Winterborn



I found the transition from my old school to RGS very easy. The teachers and students are so friendly and they helped to make my transition as smooth as possible. The induction day I attended before joining was fantastic as I was able to get to know the other students

and make some friends before starting school in September.

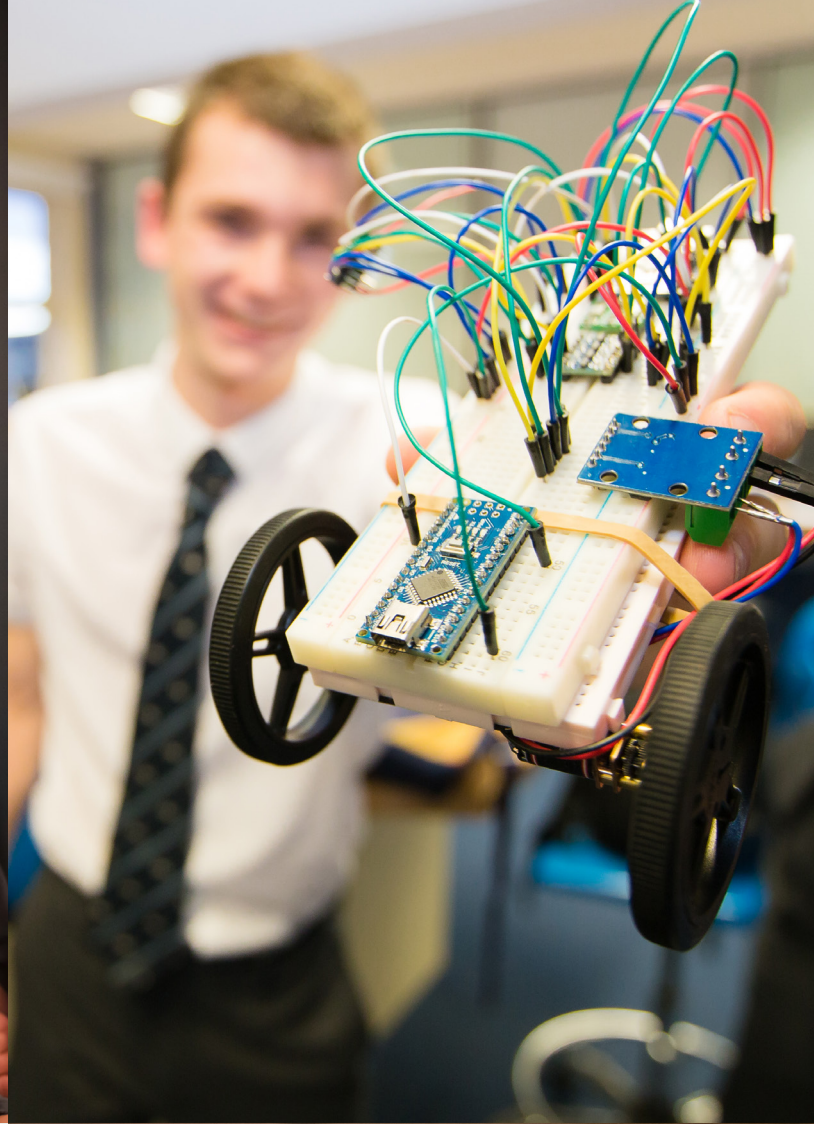
Sport at RGS is one of the main things I love. There is an amazing sense of team spirit in the sport teams and the level of coaching is fantastic. I have made some of my best friends through playing sport. In addition, I also love the setup of the lessons. I don't have the same class for every lesson meaning I can spend time with lots of different people and make friends outside of my usual circle.

I think the RGS GCSE programme is fantastic. Teachers help you throughout the three years, however, they leave you to think for yourself and discover your academic potential.

Throughout the three years teachers set mini tests after covering a topic. This helps hugely as it means that you are revising throughout the course and therefore in the final year there is less pressure.

I supplement my studies with sport. It allows me to clear my head and take a step back from the work. There are so many different sporting activities at RGS varying from Ultimate Frisbee to Hockey so there really is something for everyone.







## SUBJECT INFORMATION

# 3D DESIGN (PRODUCT DESIGN)

Head of Department: Mr P Williams

## Why study 3D Design (Product Design)?

Studying 3D Design at GCSE is exciting, inspiring and challenging. It prepares students to live and work in a world surrounded by design. 3D Design is a creative course which allows pupils to develop as designers and gain confidence in their ability to communicate imaginative ideas. Students will be encouraged to investigate, analyse, experiment and explore through a range of materials, techniques and manufacturing processes independently to develop a range of creative functional concepts.

## How will the skills and knowledge be taught?

The GCSE will be taught by one subject teacher for the duration of the course so that relationships can be harnessed allowing students to feel confident in their creative ability. Students work on different themes throughout the three-year course to initiate creative curiosity and allow for a broad range of skills to be taught. Students will be encouraged to work independently allowing for a truly iterative approach to their work. They will develop a variety of skills such as drawing, computer aided design and modelling and also be guided through the various manufacturing processes available within the department. All work produced throughout the course will contribute to their portfolio making up 60% of the course.

## COURSE DETAILS

Board: EDUQAS WJEC

## GCSE COURSE STRUCTURE

### Content

The course is 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 the opportunity to develop ideas through different designing, modelling and three-dimensional work. Students will also be introduced to a variety of different designers and design movements. This will allow students to develop the skills to investigate, document and develop ideas throughout their creative journey. In the Fourth and Fifth Forms 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.

### Component 1: Personal Portfolio in 3D Design (Product Analysis)

The portfolio comprises coursework produced over the three-year course and is constructed from two or three major theme-based projects set by the teacher. It contributes 60% of the overall grade.

### Component 2: Externally Set Assignment

The exam is set in the January of the Fifth Form and usually held in April/May. It offers a choice of themes set by the exam board. Students have approximately 20 hours of preparation, including lesson time. Students then have 10 hours to produce a final outcome/s under controlled conditions.

### Assessment

Students are assessed according to four assessment objectives:

**AO1** Develop ideas through investigations, demonstrating critical understanding of sources

**AO2** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

**AO3** Record ideas, observations and insights relevant to intentions as work progresses

**AO4** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

These assessment criteria are used for both the coursework/ personal portfolio unit and for the externally set assignment. Each objective accounts for 25% of the marks and both the coursework and the exam are marked out of 80.

Component 1: 60% weighting

Component 2: 40% weighting

## SUBJECT INFORMATION

# ART AND DESIGN (FINE ART)

Head of Department: Mrs E Burns

## Why study Art and Design?

GCSE Fine Art is for those students who have a real passion and enthusiasm for art. The course aims to develop students' creative and imaginative ability along with 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 inquiring 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 contexts and societies.

## How will the skills and knowledge be taught?

Students will work on two or three theme-based projects during the course. Generally these themes are Surfaces/ Natural forms and Identity and one other, usually based on a previous exam theme. 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 contributes 60% of the overall grade. We aim to create an environment in the Art department where students feel supported and encouraged to take risks. Students are encouraged to develop personal attributes including commitment and resilience.

## COURSE DETAILS

Board: EDUQAS WJEC

### GCSE COURSE STRUCTURE

#### Content

The course is taught over three years. The first year of the course will introduce the students to a broad range of materials, techniques and processes. They will experience the opportunity to develop ideas through different printmaking processes, painting, drawing, photography and three-dimensional work. They will also be introduced to a variety of different artists and art movements. This is aimed at empowering the students, so that they are able to take their personal ideas forward with confidence.

In the Fourth and Fifth Forms they will develop their own ideas and produce two or three 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 comprises coursework produced over the three-year course and is constructed from two or three major theme-based projects set by the teacher. It contributes 60% of the overall grade.

#### Unit 2: Externally Set Assignment

The exam is set in the January of the Fifth Form and usually held in April/May. It offers a choice of themes set by the exam board. Students have approximately 20 hours of preparation which includes lesson time. The students then have 10 hours to produce a final outcome under controlled conditions.

#### Assessment

Students are assessed according to four assessment objectives:

**AO1** Develop ideas through investigations, demonstrating critical understanding of sources.

**AO2** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

**AO3** Record ideas, observations and insights relevant to intentions as work progresses.

**AO4** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

These assessment criteria are used for both the coursework/ personal portfolio unit and for the externally set assignment. Each objective accounts for 25% of the marks and both the coursework and the exam are marked out of 80.



## SUBJECT INFORMATION

# BIOLOGY

Head of Department: Miss M Pope

## Why study Biology?

Biology is an exciting practical subject, which allows students to develop an understanding of how the human body works and our place in the fragile ecosystems around us. Whilst increasing their curiosity about the living world students also develop many investigative approaches to understand it, working in the laboratory and carrying out fieldwork. Biology is a core subject, which shares many principles and skills with other IGCSE courses. Studying Biology involves developing specialist vocabulary, interpreting and presenting data, making links between concepts and designing experiments to test hypotheses.

## How will the skills and knowledge be taught?

Students will be taught to utilise a wide range of approaches to allow them to sustain and develop their enjoyment of Biology. The course is topic-based, with core concepts introduced early and revisited in context throughout the three years. We have a strong focus on skills development, including practical work in our well-equipped laboratories. Independent study is structured to support regular review of material. A wide range of enrichment activities, including talks and workshops in Science Week, trips and activities, provide opportunities to extend students' knowledge beyond the formal curriculum.

## COURSE DETAILS

Board: EDEXCEL

### IGCSE COURSE STRUCTURE

#### Content

##### The nature and variety of living organisms

- Characteristics of living organisms
- Variety of living organisms

##### Structures and functions in living organisms

- Levels of organisation
- Cell structure
- Biological molecules
- Movement of substances into and out of cells
- Nutrition
- Respiration
- Gas exchange
- Transport
- Excretion
- Co-ordination and response

##### Reproduction and inheritance

- Reproduction in flowering plants and humans
- Mendelian inheritance
- Natural selection

##### Ecology and the environment

- The organism in the environment
- Feeding relationships
- Cycles within ecosystems
- Human influences on the environment
- Use of biological resources
- Food production
- Selective breeding
- Genetic engineering
- Cloning

#### Assessment

##### Paper 1

This paper assesses all core material from every topic.

2 hours, 110 marks, 61.1% weighting

##### Paper 2

This paper assesses all material from the syllabus, including extension topics.

1 hour 15 minutes, 70 marks, 38.9% weighting

In the examination, students will be tested on:

**AO1** Knowledge and understanding

**AO2** Application of knowledge and understanding, analysis and evaluation

**AO3** Experimental skills, analysis and evaluation of data and methods

## SUBJECT INFORMATION

# CHEMISTRY

Head of Department: Mr A Welch

**Why study Chemistry?**

IGCSE Chemistry is an interesting and practical-based course which involves the investigation of substances, what they are made of, how they interact and what role they play in modern industrial society. You will develop a logical approach to problem solving as well as the ability to understand abstract principles. The course encourages imaginative and critical thinking and develops your skills in laboratory procedures.

**How will the skills and knowledge be taught?**

Students will be taught by an experienced Chemistry teacher who has an in-depth knowledge of the course and beyond. Chemistry is a practical-based subject. The course is, therefore, largely taught through students performing experiments and then using their results to develop their understanding for why different reactions occur in that particular way. The theoretical aspects of the course are taught in a spiral manner with topics revisited over the three-year course, enabling students to make firm links between topics and to facilitate embedding them into long-term memory.

## COURSE DETAILS

Board: EDEXCEL

**IGCSE COURSE STRUCTURE****Content****Third Form**

- Introduction
- Atomic Structure
- Ionic Bonding
- Acids, Bases and Alkalis
- Metals

**Fourth Form**

- Rates of Reactions
- Covalent Bonding
- Halogens
- Moles 1
- Organic Chemistry 1
- Energetics

**Fifth Form**

- Moles 2
- Making and Analysing Salts
- Organic Chemistry 2
- Electrolysis
- Equilibria

**Assessment****Paper 1**

Questions are a mixture of short answer and multiple choice. Questions will cover all topics, but only the core ideas from each area.

2 hours, 110 marks, 61.1% weighting

**Paper 2**

Questions are a mixture of short answer and multiple choice. Questions will cover all topics, including both the core and extension ideas from each area.

1 hour 15 minutes, 70 marks, 38.9% weighting



## SUBJECT INFORMATION

# CLASSICAL CIVILISATION

Head of Department: Mrs G Brickley

## Why study Classical Civilisation?

Classical Civilisation offers the opportunity to study the fascinating and diverse world of the ancient Greeks and Romans, without the study of the Latin or Greek languages. A GCSE in Classical Civilisation offers a profound experience of another culture, broadening intellectual horizons alongside instilling academic rigour. Students develop skills in analytical writing, textual interpretation and critical reasoning whilst studying the enthralling mythology, history and culture of the ancient world.

## How will the skills and knowledge be taught?

Students of Classical Civilisation have one subject-specialist teacher who teaches all aspects of the course. Lessons are varied and collaborative; drama exercises, interactive quizzes, creative tasks, debates, story boards, and class discussion are features of a Classical Civilisation lesson. Students are encouraged to develop personal responses to ancient source material and learn to justify their points of view. A wealth of opportunity for enrichment outside the classroom is also available in the form of lecture days, trips to see productions of classical plays, museum visits and overseas study tours.

## COURSE DETAILS

Board: OCR

### GCSE COURSE STRUCTURE

#### Content

##### Myth & Religion

In this thematic component, students will study myths regarding the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles/Hercules to both the Greek and Roman worlds. Myths as a symbol of power, as well as myths surrounding the underworld will also be explored. Additionally, students will look at the role of religion in the everyday lives of ancient Greeks and Romans. The study of temples, sacrifices, festivals, death and beliefs in the afterlife provides opportunities for the study of a wide variety of material remains, including remarkable temples and works of art. Students learn to make comparisons between Greek and Roman ideas and to analyse both literary and material sources to inform their judgements.

##### Roman City Life

Students will explore everyday life in Roman cities in this cultural component, with a particular focus on the Imperial period and popular sites and artefacts from Rome, Ostia, Pompeii and Herculaneum. The module builds on material encountered in the First Form Latin course and includes study of a variety of aspects of Roman society. Students will, for instance, examine typical Roman housing alongside the education and lives of young people in the Roman world. The Roman social system, notorious for its intrigues and politics, is coupled with the study of the spectacle provided by Roman entertainment, in the form of gladiatorial combat, chariot racing and the theatre. Students consider both material and literary sources in this component.

#### Assessment

The course is assessed via two written examinations.

##### Component 1: Myth & Religion

Answer short-response factual questions on the sources studied and provided in the assessment. In addition, answer mini-essay questions requiring a personal response to an issue raised by the material studied. One full essay question requiring comparison of the Greek and Roman strands of a topic must also be answered.

1 hour 30 minutes, 90 marks, 50% weighting

##### Component 2: Roman City Life

Answer short-response factual questions on the sources studied and provided in the assessment. In addition, answer mini-essay questions requiring a personal response to an issue raised by the material studied. One full essay question must also be answered.

1 hour 30 minutes, 90 marks, 50% weighting

## SUBJECT INFORMATION

# COMPUTER SCIENCE

Head of Department: Miss P Lewty

## Why study Computer Science?

It is an exciting time to be a computer scientist! We are living in the midst of a revolution powered by computers.

The modern workplace is changing fast as a result of technological advancement: we cannot predict with certainty the kinds of jobs that our students will undertake when they enter the world of work. We do know, however, that the increasing importance of the digital economy has already created a technological skills gap in many industries.

In Computer Science we aim to equip our students with the skills not only to be proficient digital users, but also digital makers, able to create and manipulate digital systems through computer code.

## How will the skills and knowledge be taught?

Students will be taught by an experienced teacher, with a focus on skill development including practical programming skills. The course is topic-based with core knowledge and skills reinforced throughout the three years.

A range of teaching approaches allows students to develop their computational thinking and problem-solving skills, as well as their enjoyment of studying computer science. These include programming tasks, practical investigations, video clips, preparing and delivering presentations and consolidation questions.

Each student has access to a course textbook, past paper questions, topic notes and YouTube videos to support independent study.

## COURSE DETAILS

Board: OCR

### GCSE LEVEL COURSE STRUCTURE

#### Content

##### Computer Systems

- Systems Architecture
- Memory and Storage
- Computer networks, connections and protocols
- Network Security
- System Software
- Ethical, Legal, Cultural and Environmental Impacts of Digital Technology

##### Computational Thinking, Algorithms & Programming

- Algorithms
- Programming Fundamentals
- Producing Robust Programs
- Boolean Logic
- Programming Languages and Integrated Development Environments

##### Programming Project

- Programming Techniques
- Analysis
- Design
- Development
- Testing, Evaluation and Conclusions

#### Assessment

##### Paper 1: Computer Systems

This written paper consists of multiple choice questions, short response questions and extended response questions.

1 hour 30 minutes, 80 marks, 50% weighting

##### Paper 2: Computational Thinking, Algorithms and Programming

This written paper has two sections: Section A and Section B. Students must answer both sections. Section A contains short-answer and structured questions. Section B questions assess students' ability to write or refine algorithms using OCR Exam Reference Language or a high-level programming language.

1 hour 30 minutes, 80 marks, 50% weighting

##### Practical Programming (Non-Exam Assessment)

Students will learn at least one high-level programming language during the course and will have weekly practical programming lessons as well as theoretical lessons.



## SUBJECT INFORMATION

# DRAMA AND THEATRE ARTS

Head of Department: S Branston

## Why study Drama?

"Great theatre endures through time because it addresses critical human issues that are still vital to culture." Drama is a subject which builds on your own experiences, helping you to formulate questions, develop your intellectual skills and find answers to issues affecting your life through performance. The course will greatly enhance your cultural experience and provide you with an array of vital personal and group disciplines. You will work as a director, a critic, a designer and a performer. You will get a chance to explore amazing theatre companies and see ground-breaking theatre. You must relish learning with others, as the subject is collaborative in its practical and experiential learning approach.

## How will the skills and knowledge be taught?

Students will learn: to be curious; to have courage; to explore, experiment and investigate and to think critically. Students will gain the following knowledge through workshops, rehearsals, independent learning, tutorials, group work, reflective blogs, research and theatre trips:

- An understanding of contemporary and classical texts and an appreciation of the way playwrights achieve their effects.
- An awareness of social, historical and cultural contexts through the performance of plays.
- How to direct, design or perform original devised work and scripted work.

## COURSE DETAILS

Board: EDUQAS

## GCSE LEVEL COURSE STRUCTURE

### Content

#### Component 1: Devising Theatre

This has three stages

1. Devising a piece of theatre, including research, development, rehearsal, and collecting supporting evidence
2. Performing that piece in front of an audience
3. Evaluating the piece and your contribution to it

#### Component 2: Performing a Text

This is a live performance, either as an actor or designer, which is marked by a visiting examiner. The performance should include two extracts from one play. There are options to suit all specialisms - acting, sound, lighting, set design, costume, make-up.

#### Component 3: Interpreting Theatre

You study a play from a performance perspective, exploring interpretation, history, staging and production. Section A of the written exams tackles this knowledge; Section B involves analysis and evaluation of a piece of live theatre seen from the variety experienced throughout the course.

### Assessment

#### Component 1: Devising Theatre

Internally assessed, externally moderated

60 marks, 40% weighting

#### Component 2: Performing a Text

Marked by a visiting examiner

60 marks, 20% weighting

#### Component 3: Interpreting Theatre

A written exam from a set text

60 marks, 40% weighting

## SUBJECT INFORMATION

## ENGLISH

Head of Department: Mr R Shaughnessy

**Why study English?**

English gives students the essential skills to communicate, to be creative and to engage with the wider world. We study a vast range of fiction and non-fiction texts to inspire, engage and challenge all students. Students sharpen their analytical skills, but also develop vital cross-curricular skills in skim reading, summarising and writing for different purposes.

We encourage students to read widely to develop their vocabulary, ideas and how they deal with new texts. Each class takes part in a range of creative activities designed to allow students to flourish and demonstrate their depth of understanding and originality.

**How will the skills and knowledge be taught?**

The English department focusses on students making personalised progress. Classes are taught by experienced and engaging teachers who know the course, its texts and the key skills in fine detail. By working with the same class for the three-year GCSE course, fantastic relationships are developed between students and their teacher to allow for the key areas of progress and development to be at the forefront of every lesson.

English lessons feature a vast range of teaching and learning activities, from close reading, careful analysis and perfection of essay technique to creative presentations, role play and creative writing. Students study for two GCSEs; the wide range of skills and content for each course are interleaved across lessons.

## COURSE DETAILS

Board: EDUQAS

## GCSE LEVEL COURSE STRUCTURE

**Content****ENGLISH LANGUAGE****Component 1**

Reading: prose fiction. Students will read, digest and analyse a wide range of 20th century writing in order to analyse with confidence. Writing: creative prose. Taking inspiration from the best writers in English, students will perfect the skills needed to engage a reader.

**Component 2**

Reading: non-fiction. Students work with both 19th and 21st century texts and evaluate their impact. Writing: persuasive and transactional. By using a range of real-life examples, students develop the skills to make their point clearly and precisely.

**Component 3**

Spoken assessment. Deliver an engaging presentation on a subject of your choice.

**ENGLISH LITERATURE****Component 1**

*Macbeth*: a focus on the tragic genre and the play's key messages. Poetry anthology: a range of challenging and engaging poems from 1789 to the present day.

**Component 2**

*Lord of the Flies*: a chance to analyse the central ideas and language of Golding's novel. *The Strange Case of Dr Jekyll and Mr Hyde*: a combination of literary analysis with an in-depth analysis of Victorian society. Unseen poetry: reader response to a pair of poems on a specific theme.

**Assessment****ENGLISH LANGUAGE**

**Component 1:** (1 hour 45 minute exam; 40% weighting)

Reading: prose fiction. Comprehension based on medium and longer questions.

Writing: creative prose. Choose one of four prompts to write a detailed narrative.

**Component 2:** (2 hour exam; 60% weighting)

Reading: non-fiction. Comprehension based on short and long questions along with a comparison task.

Writing: persuasive and transactional. Write two persuasive pieces in response to tasks with specific audiences and purposes.

**Component 3:** (5 minute presentation; marked Pass, Merit or Distinction)

Presentation to the class.

**ENGLISH LITERATURE**

**Component 1:** (2 hour exam; 40% weighting)

*Macbeth*: one extract task and one whole play essay.

Poetry anthology: two tasks - one on a single poem and one comparison of two poems.

**Component 2:** (2 hour 30 minute exam; 60% weighting)

*Lord of the Flies*: one essay on the whole novel.

*The Strange Case of Dr Jekyll and Mr Hyde*: one essay on the novel.

Unseen poetry: two tasks - one on a single poem and one comparison of two poems.



## SUBJECT INFORMATION

# FOOD PREPARATION AND NUTRITION

Head of Department: Mrs E Bader

## Why study Food Preparation & Nutrition?

Food is a subject with direct relevance to the world of work. Study of food provides knowledge, skills and understanding which support careers in the food industry, the biggest employer in the UK. Examples include: catering, nutrition, consumer advice, media, food science, product development and many more. You will also look at processes as well as the science behind the reactions that take place when certain foods are prepared and cooked.

## How will the skills and knowledge be taught?

At its heart, this course focuses on nurturing your practical skills to give you a strong understanding of nutrition. This will be taught through food science experiments, investigations, practical activities and individual project work. There will be opportunities to visit food establishments and masterclasses will be given by professionals in the food industry.

## COURSE DETAILS

Board: EDUQAS

## GCSE COURSE STRUCTURE

### Content

This is an exciting and creative course which focuses on practical and investigational skills to ensure students develop a thorough understanding of food science, nutrition, food provenance and the working characteristics of food materials.

The course is divided into five key sections:

- Food, Nutrition and Health
- Food Science
- Food Safety
- Food Choice
- Food Provenance

### Component 1

Written exam will be taken during summer term of the Fifth Form.

### Component 2

Assessment 1 will be undertaken in the autumn term of the Fifth Form.

### Component 3

Assessment 2 will be undertaken in the summer term of the Fifth Form.

### Assessment

#### Component 1: Principles of Food Preparation and Nutrition

**Section A:** Multiple choice questions (20 marks)

**Section B:** Five questions based on the five key sections (80 marks)

1 hour 45 minutes, 50% weighting

#### Component 2: Food Preparation and Nutrition in Action

**Assessment 1:** The Food Investigation Assessment:

A scientific report based on three practical investigations. It requires students to demonstrate their understanding of the working characteristics, functional and chemical properties of ingredients.

1500-2000 words, 8 hours, 15% weighting

**Assessment 2:** The Food Preparation Assessment: Planning

Plan, prepare and cook a selection of dishes to meet particular requirements such as a dietary need, lifestyle choice or specific context.

This assessment will take the form of research, planning, testing, trialling, making and evaluation. This includes costings, nutritional analysis and sensory testing.

The portfolio of evidence should consist of a maximum of 15 pages/30 sides of A4 and include all photographs, charts and graphs.

9 hours plus 3 hour practical, 35% weighting

## SUBJECT INFORMATION

# FRENCH

Head of Department: **Mme F Chartrain**

## Why study French?

Studying one or two modern languages at IGCSE 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 French is both a joy and a real achievement and IGCSE French enables you to do this.

A genuine interest and enthusiasm for discovering the language is important as students will express themselves in French and be able to enjoy the many activities they will take part in.

## How will the skills and knowledge be taught?

IGCSE French is taught by one specialist teacher for each group and students have individual or small group sessions with a French language assistant on a regular basis.

Students continue to develop their vocabulary range, grammar knowledge and precision. They enhance their speaking and writing fluency in a variety of ways, through the study of interesting topics and cultural aspects. We use varied resources, textbooks, magazines and multimedia software. Through these, students learn how to cope with communicating about themselves as well as discussing topical issues such as leisure activities and preferences, environmental issues and comparing different school systems.

## COURSE DETAILS

Board: **EDEXCEL**

## IGCSE COURSE STRUCTURE

### Content

Five main topics are studied and form the basis of all IGCSE examinations and are a vehicle for work on all skills and on enhancing grammar and linguistic complexity:

- 1. Home and abroad**  
Local area/region, holidays and tourist information, customs, everyday life, traditions
- 2. Education and employment**  
Childhood routine, school life, future plans, work careers and volunteering
- 3. Personal life and relationships**  
House and home, bedroom, helping at home, relationships, role models and childhood
- 4. The world around us**  
The media, environmental issues, travel and transport, technology
- 5. Social activities, fitness and health**  
Special occasions, accidents, hobbies, shopping and money matters, food and drink

### Assessment

IGCSE French consists of the following components, all taken at the end of the Fifth Form and all marked by Edexcel:

**Speaking:** oral examination in two parts: a discussion on a chosen/pre-prepared photo and conversing about different topics that will have been covered and practised during the course. The examination is conducted and recorded by the teacher.

25% weighting

**Listening:** questions and answers in French and in English in response to recorded items.

25% weighting

**Reading:** questions and answers in French and in English on a selection of letters, articles and short passages.

25% weighting

**Writing:** two compositions (70 words and 150 words) in French in response to tasks on the topics studied. Guidance is given on the exam paper to assist students with both written tasks. There is also a short grammar-based task.

25% weighting

## SUBJECT INFORMATION

# GEOGRAPHY

Head of Department: **Mr M Cline**

## Why study Geography?

Geography builds on experiences, helps us formulate questions, develop intellectual skills and find answers to issues that affect us all. It introduces us to distinctive investigative tools and the use of powerful technology. It opens our eyes to a world of amazing beauty, infinite complexity and rigorous challenge. Geography ensures we appreciate values and attitudes which shape the way we use and misuse the environment.

IGCSE results from 2019 included 60% at levels 8-9. At A2, 84% of grades were A\*-B. A number of current A2 students are applying for Geography at university, including Cambridge.

## How will the skills and knowledge be taught?

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom, higher income countries, newly emerging economies and lower income countries. Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Teaching includes a variety of practical exercises, fieldwork and research using an extensive range of resources.

Upon completion of this three year GCSE course, students will have the skills and experience to progress onto A-level and beyond.

## COURSE DETAILS

Board: **AQA**

## GCSE COURSE STRUCTURE

### Content

#### Paper 1: Living with the physical environment

- The challenge of natural hazards including earthquakes and volcanoes
- Weather hazards including tropical storms
- Climate change
- Ecosystems including tropical forests, hot and cold deserts
- Coasts in UK
- Rivers in UK
- Glacial landscapes in UK

#### Paper 2: Challenges in the human environment

- Urban issues and challenges including growth, management and sustainability
- The changing economic world including quality of life and the development gap
- The challenge of resource management including food, water and energy - demand, supply and conflict

#### Paper 3: Geographical applications

Critical thinking, problem solving and decision-making are designed to be synoptic so students draw together knowledge, understanding and skills from the full course of study. It is an opportunity to show your breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

### Assessment

#### Paper 1: Living with the physical environment

Written exam: 1 hour 30 minutes, 35% weighting

#### Paper 2: Challenges in the human environment

Written exam: 1 hour 30 minutes, 35% weighting

#### Paper 3: Geographical applications

Written exam: 1 hour 15 minutes, 30% weighting

Pre-release resources booklet for decision-making element made available 12 weeks before Paper 3 exam

There is no coursework or controlled assessment, but fieldwork is an integral part of the course and appropriate local trips are organised for practical data collection. Recent visits have included London Docklands, Siemens Crystal and Cuckmere Haven. The department also offers an optional trip to Iceland



## SUBJECT INFORMATION

# GERMAN

Head of Department: Ms M Sowa

## Why study German?

Studying one or two modern languages at IGCSE 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 German is both a joy and a real achievement and IGCSE German enables you to do this.

A genuine interest and enthusiasm for discovering the language is important as students will express themselves in German and be able to enjoy the many activities they will take part in.

## How will the skills and knowledge be taught?

IGCSE German is taught by one specialist teacher for each group and students have individual or small group sessions with a German Language assistant on a regular basis.

Students continue to develop their vocabulary range and grammar knowledge and precision. They enhance their speaking and writing fluency in a variety of ways through the study of interesting topics and cultural aspects. We use varied resources, textbooks, magazines and multimedia software. Through these, students learn how to cope with communicating about themselves as well as discussing topical issues such as leisure activities and preferences, environmental issues and comparing different school systems.

## COURSE DETAILS

Board: EDEXCEL

## IGCSE COURSE STRUCTURE

### Content

Five main topics are studied and form the basis of all IGCSE examinations and are a vehicle for work on all skills and on enhancing grammar and linguistic complexity :

- 1. Home and abroad**  
(e.g. local area/region, holidays and tourist information, customs, everyday life, traditions)
- 2. Education and employment**  
(e.g. childhood routine, school life, future plans, work careers and volunteering)
- 3. Personal life and relationships**  
(e.g. house and home, bedroom, helping at home, relationships, role models and childhood)
- 4. The world around us**  
(e.g. the media, environmental issues, travel and transport, technology)
- 5. Social activities, fitness and health**  
(e.g. special occasions, accidents, hobbies, shopping and money matters, food and drink)

### Assessment

IGCSE German consists of the following components, all taken at the end of the Fifth Form and are all marked by Edexcel:

**Speaking:** an oral examination in 2 parts (10 minutes): a discussion on a chosen/pre-prepared photo and conversing about different topics that will have been covered and practised during the course. The examination is conducted and recorded by the teacher.

25% weighting

**Listening:** questions and answers in German and in English in response to recorded items.

25% weighting

**Reading:** questions and answers in German and in English on a selection of letters, articles and short passages.

25% weighting

**Writing:** two compositions (70 words and 150 words) in the German in response to tasks on the topics studied. Guidance is given on the exam paper to assist students with both written tasks. There is also a short grammar-based task.

25% weighting

## SUBJECT INFORMATION

# GREEK

Head of Department: Mrs G Brickley

## Why study Greek?

The ancient Greek world has given us a heritage of extraordinary richness and diversity. Classical Greek at GCSE offers the facility to explore the fascinating literature, history, drama and mythology of the ancient Greeks, whilst developing linguistic proficiency and skills in critical reasoning, textual interpretation and analytical writing. A GCSE in Classical Greek is a highly regarded means of demonstrating all round academic ability and a rare opportunity.

## How will the skills and knowledge be taught?

Students of Greek have one subject-specialist teacher who teaches all aspects of the course. Lessons are varied and collaborative; interactive quizzes, creative tasks, written translation, storyboards, and vocabulary games all feature over the two strands of the course as students are challenged to think increasingly for themselves both in solving linguistic puzzles and developing their ability to analyse literature and ancient sources.

## COURSE DETAILS

Board: OCR

## GCSE COURSE STRUCTURE

### Content

#### Language

Students use John Taylor's *Greek to GCSE* course books as they begin their study of the Greek language from scratch. The course fast tracks students' acquisition of the necessary accidence and syntax required for the GCSE language paper; to assist this, links are regularly made to Latin's grammatical structure. There is a defined vocabulary list and English derivations from Greek are used to aid vocabulary acquisition.

#### Literature

Students will study a short section of prescribed text in the original Greek. The text is read, translated and explored together in class discussion and students are encouraged to form their own responses to the set literature. The set text will be chosen from a varied range of prescribed options and its themes, characterisation and the author's style will all be explored in class.

#### Culture and Background

Students study a selection of prescribed ancient source material covering the modules *Women in Ancient Greece* and *The Olympic Games* through a wide variety of interactive and creative activities.

Topics to be studied as part of *Women in Ancient Greece* include the status of women, marriage, household duties in Athens and women in Sparta.

The *Olympic Games* covers the events at the Games, the training of athletes, the site at Olympia as well as the religious and political aspects of the event.

### Assessment

The course is assessed via three written examinations.

#### Component 1: Language Section

**Section A:** Answer comprehension and derivation questions on an unseen passage of Greek. In addition, either answer questions on accidence and syntax or translate three short English sentences into Greek. (30 marks)

**Section B:** Answer comprehension questions on and produce a translation in English of an unseen passage of Greek. (70 marks)

1 hour 30 minutes, 50% weighting

#### Component 2: Literature

Answer short-response questions, including both translation and comprehension on a prescribed set text. In addition, answer questions focussing on literary style, characterisation and themes. (50 marks)

1 hour, 25% weighting

#### Component 3: Culture and Background

Answer short-response factual questions on the sources studied and provided in the assessment. In addition, answer mini-essay questions requiring analysis of selected sources and a personal response to an issue raised by the material studied. (50 marks)

1 hour, 25% weighting

## SUBJECT INFORMATION

# HISTORY

Head of Department: Mrs F Gunning

## Why study History?

History is a fascinating and highly regarded academic subject. 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 that is 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.

It is through the study of different societies that you will develop a real and deep understanding of the world around you and the nature of our own society.

## How will the skills and knowledge be taught?

Teaching will be varied and engaging. History lends itself to lively discussion and debate, and encourages the exploration of the big questions such as: What was the impact of the First World War? When did Britain become a democracy? How do you explain the rise of Adolf Hitler? How powerful was Elizabeth I? Why did the holocaust happen? It enables you to examine the key ideas and values such as freedom, democracy, and fascism, and in doing so to watch film material used by leaders such as Stalin and Churchill, and even to produce propaganda of your own! You will learn to research widely, to present, analyse and argue, both in groups and individually, and to do so orally, visually and on paper.

## COURSE DETAILS

Board: AQA

## GCSE COURSE STRUCTURE

### Content

#### Component 1: Understanding the Modern World

**Section A:** Period Studies. Germany, 1890-1945: Democracy and Dictatorship.

**Section B:** Wider World Depth Studies: Conflict and tension, international relations, 1918-1939.

#### Component 2: Shaping the Nation

**Section A:** Thematic Studies. Britain: Power and the People; c1170 to the present day.

**Section B:** British Depth Study including the historic environment. Elizabethan England c1568-1603.

### Assessment

**AO1** demonstrate knowledge and understanding of the key features and characteristics of the period studied.

**AO2** explain and analyse historical events and periods studied using second-order historical concepts.

**AO3** analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

**AO4** analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Second-order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.

#### Paper 1: Understanding the Modern World

**Section A:** Period Studies. Germany, 1890-1945: Democracy and Dictatorship.

**Section B:** Wider World Depth Studies. Conflict and tension, 1918-1939.

1 hour 45 minutes, 80 marks, 50% weighting

#### Paper 2: Shaping the Nation

**Section A:** Thematic Studies. Britain: Power and the People; c1170 to the present day.

**Section B:** British Depth Study including the historic environment. Elizabethan England c1568-1603.

1 hour 45 minutes, 80 marks, 50%



## SUBJECT INFORMATION

# ICT

Head of Department: Miss P Lewty

**Why study ICT?**

IGCSE Information and Communication Technology encourages learners to develop lifelong skills, including:

- Understanding and using applications
- Using ICT to solve problems
- Analysing, designing, implementing and evaluating ICT systems, ensuring they are fit for purpose
- Understanding the implications of technology in society, including social, economic and ethical uses
- Awareness of the ways ICT can help in home, learning and work environments

**How will the skills and knowledge be taught?**

Students will be taught by an experienced teacher, with a focus on skill development including practical ICT skills. The course is topic-based with core knowledge and skills reinforced throughout the three years.

A range of teaching approaches allows students to develop their computational thinking and problem-solving skills as well as their enjoyment of studying ICT.

Students will be taught to use a range of applications including word-processing, spreadsheets, databases, presentation and web authoring and HTML.

## COURSE DETAILS

Board: CAMBRIDGE INTERNATIONAL EDUCATION

**IGCSE COURSE STRUCTURE****Content**

Candidates study the following topics:

- Types and components of computer systems
- Input and output devices
- Storage devices and media
- Networks and the effects of using them
- The effects of ICT
- ICT applications
- The system life cycle
- Safety and security
- Audience
- Communication
- File management
- Images
- Layout
- Styles
- Proofing
- Graphs and charts
- Document production
- Data manipulation
- Presentations
- Data analysis
- Website authoring

**Assessment****Paper 1: Theory exam**

This paper covers all areas of the syllabus content. All questions are compulsory, mostly multiple choice or short-answer questions but also some require longer answers.

2 hours, 40% weighting

**Paper 2: Practical exam**

This practical exam assesses the practical skills needed to use applications for document production, data manipulation and presentation.

2 hours 30 minutes, 30% weighting

**Paper 3: Practical exam**

This practical exam assesses the practical skills needed to use applications for data analysis and website authoring.

2 hours 30 minutes, 30% weighting

## SUBJECT INFORMATION

# LATIN

Head of Department: Mrs G Brickley

## Why study Latin?

Latin is a rich, stimulating and wide-ranging subject, which offers the facility to explore the language, literature, history, mythology and culture of the Romans. Whilst fascinating in its own right, by its interdisciplinary nature, Latin GCSE promotes the acquisition of a myriad of transferable skills, from problem solving to analytical writing. As such, Latin is a highly-regarded way of demonstrating all-round academic ability, but more importantly a fun and varied discipline which helps students better understand their place in the modern world.

## How will the skills and knowledge be taught?

Students of Latin have one subject-specialist teacher who teaches all aspects of the course. Lessons are varied and collaborative; interactive quizzes, creative tasks, written translation, and vocabulary games all feature over the three strands of the course as students are challenged to think increasingly for themselves both in solving linguistic puzzles and developing their ability to analyse literature and ancient sources. Trips to Caerleon and Bath, linguistic competitions and an overseas study tour are also offered as a means of enriching students' experience of Latin at IGCSE.

## COURSE DETAILS

Board: OCR

## IGCSE COURSE STRUCTURE

### Content

#### Language

The textbook is endorsed by OCR and provides a thorough grounding in the exam requirements. Students will develop their range and understanding of vocabulary, accidence and syntax in preparation for the IGCSE language paper. There is a defined vocabulary list and English derivations from Latin continue to feature prominently.

#### Literature

Students will study a short section of prescribed text in the original Latin. The text is read, translated and explored together in class discussion and students are encouraged to form their own responses to the set literature. The set text will be chosen from a varied range of prescribed options and its themes, characterisation and the author's style will all be explored in class.

#### Culture and Background

Students study a selection of prescribed ancient source material covering a wide variety of interactive and creative activities. The Roman Britain topic considers the army and bathing, as well as the roads and villas built in Britain by the Romans.

### Assessment

The course is assessed via three written examinations.

#### Component 1 - Language

**Section A:** Answer comprehension and derivation questions on an unseen passage of Latin. In addition, either answer questions on accidence and syntax or translate three short English sentences into Latin. (30 marks)

**Section B:** Answer comprehension questions on and produce a translation in English of an unseen passage of Latin. (70 marks)

1 hour 30 minutes, 50% weighting

#### Component 2: Literature

Answer short-response questions, including both translation and comprehension on a prescribed set text. In addition, answer questions focusing on literary style, characterisation and themes. (50 marks)

1 hour; 25% weighting

#### Component 3: Culture and Background

Answer short-response factual questions on the sources studied and provided in the assessment. In addition, answer mini-essay questions requiring analysis of selected sources and a personal response to an issue raised by the material studied. (50 marks)

1 hour, 25% weighting

## SUBJECT INFORMATION

# MATHEMATICS

Head of Department: **Mr G Sillience**

**Why study Mathematics?**

Mathematics is the art of problem solving, it is part of everyday life. From predicting the weather to understanding the origins of the universe, Mathematics is used to describe and understand the world around us. It is a vital tool in our increasingly technical world, playing an important role in many aspects of modern life, from protecting our details online to predicting the next stock market crash.

By studying Mathematics, students learn to appreciate the innate beauty and simplicity of the subject, whilst also developing their ability to think logically and analyse complex situations.

**How will the skills and knowledge be taught?**

Mathematics lessons are taught by an experienced teacher in a variety of engaging and stimulating ways, which focus on problem solving to develop students' own thinking skills. The curriculum is enriched with UKMT challenges, Hans Woyda and Alan Turing Cryptography competitions, visits to attend lectures at the Institute of Education, and guest speakers such as Colin Wright and Simon Singh.

Mathematics is a core subject at GCSE and all students are entered for the Higher Tier International GCSE; over 50% of the cohort will study the AQA Further Maths Level 2 certificate.

## COURSE DETAILS

Board: **EDEXCEL**

**GCSE COURSE STRUCTURE****Content****Number**

- Use numerical skills in a purely mathematical way and real life situations

**Algebra**

- Use letters as equivalent to numbers and as variables
- Understand the distinction between expressions, equations and formulae
- Use algebra to set up and solve problems
- Demonstrate manipulative skills
- Construct and use graphs

**Geometry**

- Use properties of angles
- Understand a range of transformations
- Work within the metric system
- Understand ideas of space and shape
- Use ruler, compasses and protractor appropriately

**Statistics**

- Understand basic idea of statistical averages
- Use a range of statistical techniques
- Use basic ideas of probability
- Students also need to be able to demonstrate problem-solving and mathematical reasoning skills

**Assessment**

There are two papers for GCSE Mathematics. Each paper is assessed through a two hour written examination set and marked by Edexcel.

The total number of marks for each paper is 100.

Each paper will have approximately equal marks available for each of the targeted grades.

Each paper will assess the full range of targeted grades at Higher Tier.

Questions will assume knowledge from the Foundation Tier subject content.

Students are allowed the use of a calculator in both papers.



## SUBJECT INFORMATION

# MUSIC

Head of Department: Miss J Korzinek

## Why study Music?

Music is hugely enriching, and is an integral part of our daily lives. Participation in music-making is known to have all sorts of benefits for personal wellbeing. Through the study of music, students develop many increasingly important attributes for 21st century life, including creative thinking, emotional awareness, problem-solving, interpersonal and communication skills, self-discipline and organisation.

You will gain 30% of your credit for the qualification by performing as a soloist and in a group. If you love listening to and playing music and are keen to discover more about how it works, then this is the course for you.

## How will the skills and knowledge be taught?

GCSE Music lessons are extremely diverse and are taught in the purpose-built Music School which has outstanding facilities, available to everyone. During the course, you will learn how to listen in detail and to analyse music of a variety of styles and genres, including music which will already be familiar. There is a large practical element to the course which involves performing and composing. GCSE composition skills are taught from scratch, and there is access to industry-standard sequencing and notation software. As a performer, you have access to excellent studio facilities for recording, and expert tuition from specialist music staff plus the opportunity to make music with students who share your passion for music.

## COURSE DETAILS

Board: EDEXCEL

## GCSE COURSE STRUCTURE

### Content

Four areas of music are studied in-depth, with two set works from each area:

#### Instrumental Music 1700-1820

- Bach: Brandenburg Concerto no. 5
- Beethoven: Pathétique Sonata

#### Vocal Music

- Purcell: Music for a While
- Queen: Killer Queen

#### Music for Stage and Screen

- Schwarz: Defying Gravity, from *Wicked*
- Williams: *Star Wars*

#### Fusions

- Afro-Celt Sound System: Release
- Esperanza Spaulding: Samba Em Preludio

Solo and ensemble performances (combined duration of at least four minutes) are prepared and recorded during the course, often with the help of RGS instrumental and vocal teachers. Performers of around Grade 5 standard and above by the end of the Fifth Form are in the top band, nationally.

Composing is taught methodically and enthusiasm for this area, along with the willingness to find out more, are the only pre-requisites! A number of projects are completed during the course, two of which are submitted for GCSE, totalling at least three minutes of music.

### Assessment

#### Performing

Performing is assessed internally in the Fifth Form, and moderated by the exam board. The criteria relate to technical control, expression and fluency, and accuracy of performance.

30% weighting

#### Composing

Compositions are completed during the course, assessed internally and moderated by the exam board. One composition is to a brief set by Edexcel, and one is a free composition. The composing briefs will be related to the four areas of study (see course content). Marks are awarded according to: development of musical ideas, demonstration of technical control, and composing with musical coherence.

30% weighting

#### Listening and appraising

There is one written exam of 1 hour 45 minutes at the end of the course. Section A (68 marks) involves questions relating to six of the eight set works, and one unfamiliar piece. Section B (12 marks) is a comparison of one set work with an unfamiliar piece.

40% weighting

## SUBJECT INFORMATION

# PHYSICAL EDUCATION

Head of Department: Mrs E Mitchell

## Why study Physical Education?

Physical Education and leading a healthy active lifestyle is a way of life. This course links the scientific disciplines of physiology, biomechanics and psychology to help you to understand how an elite athlete performs. It also gives you an introduction to how the multi-million pound sporting industry has developed throughout time and the ethical issues that have arisen from striving to become the ultimate athlete. Physical Education GCSE also contains a practical element to the course. It is worth 40% of the final exam, so if you enjoy sport and want to find out more about why and how you learn, how to improve and reach that ultimate performance then this may be the course for you.

## How will the skills and knowledge be taught?

Students will have one specialist teacher who will cover all areas. Lessons are taught in a variety of engaging and stimulating ways, predominantly through practical work.

The focus is on developing the students' own thinking skills and using their own sporting experiences to enhance learning.

Going beyond the classroom, the curriculum is enriched with lectures on topics such as nutrition in sport, trips to places of sporting interest and guest speakers.

## COURSE DETAILS

Board: AQA

## GCSE COURSE STRUCTURE

### Content

#### Practical Performance

Practical performance in three sports: one team sport, one individual sport and one from either, chosen from the specified list.

Performance analysis assessment: students analyse themselves and identify two strengths and two weaknesses. They devise an action plan to improve their performance.

#### Theory

Applied Anatomy and Physiology: the structure and functions of the musculo-skeletal system and cardio-respiratory system, anaerobic and aerobic exercise. The short and long-term effects of exercise.

Movement analysis: lever systems, planes and axis of movement.

Physical Training: developing a training programme, components of fitness, fitness testing, data collection of fitness testing and its use, principles of training, types of training, preventing injuries, warm up, warm down.

Psychology: classification of skill, goal setting, information processing, mental preparation for performance, arousal, feedback, motivation.

Socio-cultural influences: socio patterns of engagement, media, sponsorship, impact of technology, drugs in sport, spectator behaviour, hooliganism.

Health and wellbeing: physical, emotional and social health, consequences of a sedentary lifestyle, energy use, diet and nutrition and hydration.

### Assessment

GCSE PE is 60% theory, 40% practical.

#### Non Examined Assessment: Practical

Practical performance in three sports and analysis and evaluation of a performance to bring about improvement.

Assessed by teachers, moderated by AQA

100 marks, 40% weighting

#### Paper 1: The human body and movement in physical activity and sport

Applied anatomy, physical training, movement analysis and use of data.

Written exam 1 hour 15 minutes, 78 marks, 30% weighting

#### Paper 2: Socio-cultural influences and health and wellbeing

Sports psychology, socio-cultural influences, health, fitness and wellbeing and use of data.

Written exam 1 hour 15 minutes, 78 marks, 30% weighting

## SUBJECT INFORMATION

# PHYSICS

Head of Department: Miss G Cooper

**Why study Physics?**

Physics is a broad and dynamic subject where you have the chance to study everything from the smallest subatomic particles to the formation of stars and a multitude of things in between.

You will investigate the behaviour of light as it interacts with different objects and how the motor effect enables you to listen to music on the go. Studying Physics will help you to improve your logical thinking and problem-solving skills. You will develop practical skills along the way, designing experiments and testing out whether the theory put forward holds true in real life.

**How will the skills and knowledge be taught?**

Students will be taught in a varied and engaging way to encourage development of their enjoyment of Physics. The course is taught in a spiral manner with topics revisited over the three-year course, enabling students to make firm links between different areas of the syllabus and to help embed them into long-term memory.

We have a strong focus on skills development, using a wide selection of practical equipment to demonstrate and test a vast range of physical phenomena. Enrichment activities such as talks, workshops, trips and other activities, both on site and further afield, provide opportunities to extend students' knowledge beyond the GCSE curriculum.

## COURSE DETAILS

Board: EDEXCEL

**IGCSE COURSE STRUCTURE****Content****Forces and Motion**

- Movement and position
- Forces, movement, shape and momentum

**Electricity**

- Mains electricity
- Energy and voltage in circuits
- Electric charge

**Waves**

- Properties of waves
- The electromagnetic spectrum
- Light and sound

**Energy Resources and Energy Transfer**

- Energy transfer
- Work and power
- Energy resources and electricity generation

**Solids, Liquids and Gases**

- Density and pressure
- Change of state
- Ideal gas molecules

**Magnetism and Electromagnetism**

- Magnetism
- Electromagnetic induction

**Radioactivity and Particles**

- Radioactivity
- Fission and fusion

**Astrophysics**

- Motion in the universe
- Stellar evolution and cosmology

**Assessment**

Students sit two papers for the Physics IGCSE

**Paper 1**

Questions will cover all topics, but only the core ideas from each area.

2 hours, 110 marks, 61.1% weighting

**Paper 2**

Questions will cover all topics, including both the core and extension ideas from each area.

Both papers have a mixture of question styles:

- Multiple choice
- Short answer
- Long answer
- Calculation
- Practical questions

1 hour 15 minutes, 70 marks, 38.9% weighting

## SUBJECT INFORMATION

# SPANISH

Head of Department: Ms A-M Vaughan

## Why study Spanish?

Studying one or two modern languages at IGCSE 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 Spanish is both a joy and a real achievement and IGCSE Spanish enables you to do this.

A genuine interest and enthusiasm for discovering the language is important as students will express themselves in Spanish and be able to enjoy the many activities they will take part in.

## How will the skills and knowledge be taught?

IGCSE Spanish is taught by one specialist teacher for each group and students have individual or small group sessions with a Spanish language assistant on a regular basis. Students continue to develop their vocabulary range and grammar knowledge and precision. They enhance their speaking and writing fluency in a variety of ways, through the study of interesting topics and cultural aspects. We use varied resources, textbooks, magazines and multimedia software. Through these, students learn how to cope with communicating about themselves as well as discussing topical issues. There is the opportunity to take part in an exchange and cultural trip for those studying Spanish at IGCSE level.

## COURSE DETAILS

Board: EDEXCEL

## IGCSE COURSE STRUCTURE

### Content

Five main topics are studied and form the basis of all IGCSE examinations and are a vehicle for work on all skills and on enhancing grammar and linguistic complexity:

- 1. Home and abroad**  
Local area, regions, holidays, customs and tourist information
- 2. Education and employment**  
School life, work, careers, volunteering and future plans
- 3. Personal life and relationships**  
House and home, daily routine, helping at home, relationships, role models and childhood
- 4. The world around us**  
Environmental issues, climate, travel and transport, media and technology
- 5. Social activities, fitness and health**  
Special occasions, accidents, hobbies, shopping, food and drink and money matters

### Assessment

IGCSE Spanish consists of the following components, all taken at the end of the Fifth Form and all marked by Edexcel:

**Speaking:** An oral examination in two parts talking about a chosen photo and conversing about different topics that will have been covered and practised during the course. The examination is conducted and recorded by the teacher.

25% weighting

**Listening:** Questions and answers in Spanish in response to recorded items.

25% weighting

**Reading:** Questions and answers in Spanish on a selection of letters, articles and short passages.

25% weighting

**Writing:** Two compositions (75 words and 150 words) in Spanish in response to tasks on the topics studied. Guidance is given on the exam paper to assist students with both written tasks. There is also a short grammar based task.

25% weighting

## SUBJECT INFORMATION

# STATISTICS

Head of Department: Mr G Sillience

## Why study Statistics?

Statistics lies at the heart of the type of quantitative reasoning necessary for making important advances in the sciences, such as medicine and genetics, and for making important decisions in business and public policy. Statistics are collected everywhere and all the time by social media sites, polling agencies and companies.

You will have the opportunity to develop the skills necessary to recognise misleading statistics and diagrams used in the press and in advertisements, as well as develop your knowledge and understanding of statistical thinking and practice.

## How will the skills and knowledge be taught?

Throughout the course students will be expected to interpret their results and to comment constructively and critically on the suitability, appropriateness and limitations of the techniques used, within the Data Handling Cycle.

Calculations and statistical results will be interpreted in the initial context of the data where appropriate. Given the emphasis on interpretation of statistics the course will suit students that are strong in both numeracy and literacy.

Statistics lessons are taught in a variety of engaging ways with opportunities for students to conduct their own experimental research and analysis.

## COURSE DETAILS

Board: EDEXCEL

## GCSE COURSE STRUCTURE

### Content

#### Planning a Strategy:

- Hypothesis
- Planning an investigation
- Experiments/surveys
- Appreciation of constraints

#### Data Collection:

- Types of data
- Obtaining data
- Census data
- Sampling
- Conducting a survey/experiment
- Tabulation and representation
- Tabulation
- Diagrammatic representation

#### Data Analysis:

- Measures of location
- Measures of spread
- Other summary statistics
- Time series
- Quality assurance
- Correlation and regression
- Estimation

#### Probability

#### Data Interpretation:

- Limitations of analysis
- Inferential statistics
- Deductions
- Conclusions

### Assessment

There are two examination papers for Statistics each worth 50% of the final grade.

Both papers are assessed through 1.5 hours written examinations set and marked by Edexcel.

The total number of marks per paper is 80.

The papers will be made up of compulsory questions with a combination of short-answer, structured and long-response questions. Some questions will include stimulus material, and some will require calculations.

Students are allowed the use of a calculator in both papers.



## SUBJECT INFORMATION

# THEOLOGY AND PHILOSOPHY

Head of Department: Mr E Hogarth

## Why study Theology and Philosophy?

Many students enjoy Theology and Philosophy because it gives them the opportunity to form and argue their own views. The subject does not 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. Not only is it a fascinating subject, Theology and Philosophy 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.

## How will the skills and knowledge be taught?

Theology and Philosophy requires students to be prepared to think for themselves, to have an inquisitive mind and an interest in the world around them. The nature of the subject means that case studies and the news will play a large role in lessons, and debating, discussing and analysing evidence forms a central part of learning. Lessons are collaborative, engaging and include a wide-range of creative and inspiring activities. There are also plenty of opportunities for activities beyond the classroom, including debating with students from other schools, visits from world-renowned philosophers, and exciting trips throughout the course.

## COURSE DETAILS

Board: AQA (SPECIFICATION A)

## GCSE COURSE STRUCTURE

### Content

#### An Introduction to Philosophical and Ethical Skills

- Ancient Greek philosophy, key philosophical and ethical ideas, ethical dilemmas

#### Thematic Studies: Ethics, Philosophy and Religion

- Relationships and family life, marriage, homosexuality and heterosexuality
- Religion and life, medical ethics, abortion, euthanasia, genetic engineering and animal research
- Religion, peace and conflict, including ethical approaches to issues of war and violence
- Religion, human rights and social justice, including gender equality, gender roles and modern day slavery

#### Religious Beliefs and Practices

- Key teachings and ideas in Christianity and Islam
- An exploration of how religious people live
- Impact of religious beliefs on the everyday life of Christians and Muslims

### Assessment

#### Religious Studies Paper 1

This paper assesses core material on religious beliefs and practices.

1 hour 45 minutes, 101 marks, 50% weighting

#### Religious Studies Paper 2

This paper assesses core material from the 'themes' section of the course.

1 hour 45 minutes, 101 marks, 50% weighting

In the examination, students will be tested on:

**AO1** Knowledge and understanding.

**AO2** Application of knowledge and understanding, analysis, evaluation and argument.

Both papers are written examinations and there is no coursework.

# HISTORICAL RESULTS

Subject	A* %	A*-A	9-8(A*)	9-7(A*-A)	9-8(A*)	9-7(A*-A)
	2017		2018		2019	
All Subjects	55	81	60	81	64	84
3D Design (Product Design)	53	95	27	77	63	89
Art and Design (Fine Art)	48	65	53	87	86	100
Biology	71	89	69	87	67	85
Chemistry	61	83	63	82	68	85
Classical Civilisation	31	81	14	57	33	50
Computer Science	58	86	38	66	62	83
Drama and Theatre Arts	77	96	68	87	85	94
English Language	27	53	34	55	52	76
English Literature	49	80	53	76	59	81
Food and Nutrition	80	100	First examinations 2019		78	100
French	52	76	64	92	84	92
Further Mathematics	56	83	61	87	38	76
Geography	46	75	57	83	60	77
German	44	100	70	100	44	67
Greek	100	100	69	100	90	100
History	46	83	72	89	67	81
ICT	First examinations 2019		First examinations 2019		14	71
Latin	46	79	69	90	80	94
Mathematics	71	93	74	88	71	87
Music	18	82	65	90	60	90
Physical Education	25	70	68	76	81	94
Physics	68	87	65	82	68	85
Spanish	58	78	62	90	59	93
Statistics	First examinations 2018		57	86	70	80
Theology and Philosophy	50	91	80	92	75	90









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