

KS4 Curriculum Guide 2011-2012 edition

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Introduction

Welcome to the KS4 curriculum guide. It is intended that this document will give detailed information about the range of GCSE courses that we have on offer at RHS. Under the headings of the various subjects you will find such information as the nature of the coursework requirements, the topics covered at different stages and the examination specification being followed. This document's main purpose is to act as a reference for parents of pupils actually undertaking GCSE courses in years 10 and 11. Further information on selecting a suitable combination of GCSE subjects is to be found in the companion "Year 10 Options Guide".

KS4 is obviously a highly important stage in the educational development of any pupil. GCSE provides a crucial range of information for university admissions tutors. From each pupil's point of view, a broad and balanced range of subjects with the highest grades possible can be a great help in being accepted onto a selected course.

At RHS pupils follow a combination of compulsory GCSEs and option subjects. Mathematics, Science, English and a modern foreign language (chosen from German, Spanish and French) form the compulsory core. In addition pupils are required to choose a further **three** subjects, one from each of the option blocks shown in the next section.

For the academic year 2011-2012 there have been some major changes to the way in which the option blocks have been structured.

We have decided to reduce the number of GCSE optional subjects from four to three.

In outline, our reasons for doing this are as follows:

- Reducing the number of GCSE optional subjects allows us to spend more teaching time on each optional subject. In the current climate of controlled assessments, teaching time is continually being eroded in favour of assessment. We feel the need to redress this balance within RHS by allocating more time to teaching. If we are to do this within the school week, then the number of subjects studied has to be reduced.
- Offering the same number and variety of optional subjects in three blocks rather than four, actually results in a greater range of choice on offer in each block. We believe that pupils will be able to elect to study a programme of GCSE subjects that is fully suited to their needs, aptitudes and interests.
- Research suggests that our current diet of GCSE subjects (5-7 in the core, 4 options) results in a greater number of GCSE subjects being studied than is the case in most similar independent schools. While we remain in favour of a broad and balanced range of GCSE subjects, we are also conscious that the GCSE grades achieved are of crucial importance when it comes to university application and the world of work. In essence, by reducing the number of subjects from four to three we believe that we will give pupils a greater chance of achieving top grades without excessively injuring breadth and range of choice.

There is now the option of sitting GCSE examinations in a modular fashion, as is the case with AS/A2. Some departments will be entering pupils for modules at the end of year 10.

The other recent big change involves a much tighter supervision routine for the conduct of coursework (or controlled assessment as it is now known). The exact requirements vary slightly between subject areas, but in essence the work is to be done under supervised conditions in a controlled time span.

At the time of writing this guide (February 2011) the new GCSE syllabuses for science have not yet been finalised. Consequently the information in this guide is as complete as it can be, given the current lack of specific material coming from the examination boards.

This guide is also available to download from the school's web site, and will be updated as information regarding science becomes clearer.

GCSE option blocks 2011-2012

Block A	Block B	Block C
DT (FT, G, RM)	DT (T)	DT (G, RM)
Business Studies	Business Studies	Latin
Art (2D, P, T)		Art (2D, P, 3D)
Music	*Drama (18)	*PE (18)
	*Media (18)	MFL
Geography	History	RS (1 set)
History	RS (1 set)	Geography

GCSE DT can be taken in the specialist areas of Food Tech (FT), Graphics (G), Resistant Materials (RM) and Textiles (T)

GCSE Art can be taken in the specialist areas of Photography (P), Painting (2D), Ceramics (3D) and Textiles (T).

* Numbers capped to no more than indicated.

All subjects are subject to an appropriate number of pupils selecting them.

Period allocations:

(55 mins per periods)

Core Subjects:	Periods per fortnight
English	8
Maths	7
French / German / Spanish	6
Physics/Chemistry/Biology each subject	4
Optional Subjects:	3x6 each
Art	
Business Studies	
DT	
Drama	
Geography	
History	
Latin	
Media Studies	
Music	
Physical Education	
RS	
Study Skills/Project work	2
PHSE	1
Total	54

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English/English Language/English Literature

Introduction

The new **Edexcel** specifications for English, English Language and English Literature, introduced in September, 2010, offer two pathways to students: English is a stand-alone qualification whereas English Language and English Literature function as a combined course, leading to two separate awards for the two subjects.

The likelihood in most years is that English sets 1-4 will undertake the combined course whilst sets 5-6 will study the English specification; this arrangement ensures that those students who are less confident of their skills in English will be able to focus sharply on the achievement of a sound grade in the essential English qualification.

Aims of the course

English/English Language

Students will pursue some of the following aims:

- develop reading skills to analyse contemporary non-fiction texts
- develop writing skills to express ideas and information clearly and accurately
- develop writing skills to analyse situations, issues or problems from a familiar context using evidence to support views or opinions
- develop skills in writing imaginatively and creatively
- study written language in various fiction texts, including drama, poetry and prose
- develop skills in speaking and listening
- develop skills in analysing the spoken language that we hear and use
- develop skills in writing for the spoken voice.

English Literature

The focus of the English Literature specification is the development of analytical skills through a thoughtful engagement with a variety of literary texts in the three major genres of drama, poetry and prose.

Outline description of the course

English

Unit 1: English Today (controlled assessment)

20% of the overall award

This forms a common unit with English Language and involves:

- the development of reading skills to analyse contemporary non-fiction texts
- the development of writing skills to express ideas and information clearly and accurately.

Unit 2: The Writer's Craft (examination)

40% of the overall award

This unit includes the following:

- study of one Different Cultures prose text: *Of Mice and Men* (Steinbeck)
- study of one Shakespeare text: *Macbeth*
- writing to analyse situations, issues or problems from a familiar context using evidence to support views or opinions.

Unit 3: Creative Responses (controlled assessment)

40% of the overall award

This unit includes the following:

- developing skills in speaking and listening
- developing skills in writing imaginatively and creatively
- study of a collection of fifteen poems from the *Edexcel GCSE Poetry Anthology*.

English Language

Unit 1 – details as above

Unit 2: The Writer's Voice (examination)

40% of the overall award

This unit includes the following:

- studying written language based on a Different Cultures prose text: *Of Mice and Men* (Steinbeck)
- writing to analyse situations, issues or problems from a familiar context using evidence to support views or opinions.

Unit 3: The Spoken Language (controlled assessment)

40% of the overall award

This unit includes the following:

- developing skills in speaking and listening
- developing skills in analysing the spoken language that we hear and use
- developing skills in writing for the spoken voice.

English Literature

Unit 1: Understanding Prose (examination)

50% of the overall award

This unit involves the study of two prose texts:

- **Literary Heritage** texts: **either** *Dr Jekyll and Mr Hyde* (Stevenson) **or** *Felicia's Journey* (Trevor)

- **Different Cultures Prose Texts:** *Of Mice and Men* (Steinbeck).

Unit 2: Understanding Poetry (examination)

25% of the overall award

This unit includes the following:

- study of own choice of poems to engage students' interest in poetry
- study of one collection of fifteen poems from the *Edexcel English Poetry Anthology*
- developing skills in analysing style, language, structure and form.

Unit 3: Shakespeare and Contemporary Drama (controlled assessment)

25% of the overall award

This unit involves the study on page and screen of:

- one Shakespeare play: *Macbeth*
- one contemporary drama text: *Journey's End* (Sherriff).

Overview of set texts

Drama

<i>Macbeth</i>	W. Shakespeare
<i>Journey's End</i>	R. C. Sherriff

Poetry

Poems about <i>Relationships</i>	from the <i>Edexcel English Poetry Anthology</i>
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Prose

<i>Dr Jekyll and Mr Hyde</i>	R. L. Stevenson
<i>Felicia's Journey</i>	W. Trevor
<i>Of Mice and Men</i>	J. Steinbeck

Additional requirements

Students are encouraged to read widely, including both literary and media texts, and to take part in debates and discussions in order to polish their speaking and listening skills.

Mathematics

Aims of the course:

- to develop, maintain and stimulate pupils' curiosity, interest and enjoyment in mathematics;
- to develop pupils' familiarity with appropriate mathematical concepts, principles, methods and vocabulary;

- to develop pupils' understanding of mathematics in its widest context and see how it relates to themselves outside school;
- to encourage pupils to develop personal qualities such as perseverance, initiative, self confidence and independence;
- to prepare pupils to be successful in external examinations.

Outline description of course:

Pupils study the following areas

Number and Algebra

Numbers and the number system

Calculations

Solving numerical problems

Equations, formulae and identities

Sequences, functions and graphs

Shape and Space

Geometrical reasoning

Transformation and coordinates

Measures and construction

Handling Data.

Specifying the problem and planning

Collecting data

Processing and representing data

Interpreting and discussing results

Specification followed:

All pupils are prepared for the GCSE10 modular examinations set by Edexcel. The most able pupils complete the GCSE course in the November of Year 11, after which they are prepared for the OCR Additional Mathematics examination.

Set texts:

The department uses a range of materials but the *Edexcel GCSE Mathematics B Modular* textbooks are the central resource.

Coursework requirements:

There is no coursework component to this course.

MFL subjects: French / German / Spanish

Aims of the course:

- to develop students' grasp of spoken forms of the language for understanding and communication;
- to develop students' grasp of written forms of the language for understanding and communication;
- to develop students' understanding of local culture where the language is spoken.

Outline description of the course:

Topic areas covered:

- Lifestyle (including health and relationships);
- Leisure (including free time and entertainment);
- Home and Environment (including home and local area);
- Work and Education (including school and careers).

Grammar:

- a core of basic and intermediate grammar, including various present, past and future tenses.

Vocabulary:

- specific vocabulary relevant to topics listed above;
- multi-purpose lexical items and structures.

Skills assessed:

- listening comprehension: 20% weighting – final examination
- reading comprehension: 20% weighting – final examination
- speaking : 30% weighting – 2 x 5-minute Controlled Assessment tasks
- writing: 30% weighting – 2 x 1-hour Controlled Assessment tasks

Syllabus followed:

AQA – French no. 4655, German no. 4665, Spanish no. 4695 (all full-course)

Entry requirements:

The core GCSE language has already been studied as part of the KS3 core. Pupils wishing to continue their option language should choose that in block C.

Set texts:

There are no set texts or materials. We use a selection of materials suited to the ability of students:

- main course textbook(s), sometimes supplemented by workbooks or revision guides;
- audio-visual resources;
- our own teaching resources;
- some authentic materials.

It is also usually possible for our GCSE students to spend some time, in or beyond timetabled lessons, working with the native-speaking foreign language assistant.

Nature of Controlled Assessment:

The board allows each school to choose its own dates on which to conduct the Controlled Assessment of speaking and writing skills ahead of a deadline late in Year 11. We anticipate that the CA tasks submitted will typically be those done in an examination just after Easter of Year 11 and / or the mock examination session. However, students can select their best two marks from a portfolio and we may run tasks under the required conditions at other times to improve students' prospects.

Additional requirements:

Many general study skills (e.g. good personal organisation) will be needed for students to fulfil their potential.

Attitudes and study skills more specifically beneficial in MFL would include:

- commitment to, and skills for, the on-going learning of vocabulary and grammar;
- a willingness and ability to participate effectively in pair, group or whole class oral work;
- attention to detail in comprehension tasks and the checking of written work.

Other information:

Modern foreign language is offered in the options as well as the core, for those pupils who may wish to study two modern languages. The syllabus information is the same for all routes to GCSE language. Pupils wishing to take up a modern foreign language as an optional GCSE must have studied that language in year 9 in addition to their core language choice.

Science

Aims of the course:

The course encourages candidates to:

- develop their interest in, and enthusiasm for, science;
- develop a critical approach to scientific evidence and methods;

- acquire and apply skills, knowledge and understanding of how science works and its essential role in society;
- acquire scientific skills, knowledge and understanding necessary for progression to further learning;
- explain, theorise and model in science.

Outline Description of the Course:

The course is started in year 9. Unlike previous science courses, there are nine units of study which can be aggregated in different ways so that the best outcome for each student is assured. Units Biology 1, Chemistry 1 and Physics 1 together make up a single Science GCSE. Similarly, units Biology 2, Chemistry 2 and Physics 2 together make up a single Additional Science GCSE. There is a third Unit in each Science, which aggregates with the other two units in that science to make a single science GCSE; for example units Biology 1, Biology 2 and Biology 3 together make up a single Biology GCSE. It is forbidden to use a unit both for a Science GCSE as well as Biology GCSE. Thus all pupils will follow the same pattern until year 11, when a review of their progress will be made and the most effective outcome recommended.

All science GCSEs have an Investigative Skills Assignment set by the examination board but marked by the school worth 25% of the marks. This will cover the following areas:

- Fundamental ideas
- Observation
- Designing an investigation
- Making measurements
- Presenting data
- Identifying patterns and relationships in data
- Societal aspects of scientific evidence
- Limitations of scientific evidence

Examinations will be sat in years 10 and 11 in November, January or June as appropriate.

The units cover the following topics:

- Biology 1: human biology; evolution and environment.
- Chemistry 1: products of rocks; oils, earth and atmosphere.
- Physics 1: energy and electricity; radiation and the Universe.
- Biology 2: animals and plants; cells; food for plants; food chains; waste materials; enzymes; inheritance.
- Chemistry 2: sub-atomic particles; structures of substances; rates of chemical reactions; energy in chemical reactions; ions.

- Physics 2: motion; energy; momentum; static electricity; electrical circuits; radioactivity
- Biology 3: dissolved substances in plants and animals; exercise; the kidney; micro-organisms.
- Chemistry 3: the periodic table; acids and alkalis; water; energy in chemical reactions; the identification and analysis of substances.
- Physics 3: turning moments; circular motion; light; sound; using electricity; stellar evolution.

In addition each unit has a component devoted to investigating how science works which forms the basis for the practical investigation.

Specification followed:

AQA, but exact details to be confirmed.

Set Texts:

AQA Science GCSE Biology published by Nelson Thornes

AQA Science GCSE Chemistry published by Nelson Thornes

AQA Science GCSE Physics published by Nelson Thornes

Art

Aims of the course:

- to allow individual students to follow their own creative avenues in Art and Design;
- to offer a wide range of Art and Design studio areas including painting and drawing, ceramics, sculpture, photography and textiles to allow students to develop their own strengths;
- to provide specialist subject teachers in all studio areas to offer expert guidance to students;
- to support each student in reaching the highest possible creative standard in their individual choice of media and their own unique approach to Art and Design.

Outline description of the course:

- Personal Portfolio: Two terms (Approximately 45 Hours) of practical art work in each student's chosen medium.
- Externally Set Assignment: A controlled piece of practical work carried out over approximately two school days at the end of Year 11.

Syllabus followed:

Edexcel: GCSE Art and Design (2AD01, 2FA01, 2TE01, 2PY01)

Entry requirements:

An enthusiasm for Art and Design and a wish to be individually creative.

Set texts:

None.

Nature of Coursework:

Students will join the studio area of their choice and spend the first two terms being closely guided by their teacher through an introductory programme. They will learn about the creative possibilities of their chosen specialism and will be trained in the skills required to explore its boundaries. In the third term, students will carry out the first element of their Personal Portfolio following a carefully structured project in class. In the first term of year 11 students will carry out structured work towards their trial examination. After it has been assessed, at the end of term, this work will then become the second element of their Personal Portfolio. In the Spring Term of Year 11 students will carry out preparatory work towards their Externally Set Assignment which they will sit at the start of the Summer Term. After the Assignment is completed the remainder of class time will be spent fine tuning the Personal Portfolio and the final exhibition.

Business Studies

Aims of the course:

To achieve the best possible results in external examinations whilst addressing the spiritual, moral, ethical, social, cultural and other objectives set out in the specification, thus helping to prepare students to take their place in Sixth Form at The Royal Hospital School.

Outline description of the course:

The course is made up of three mandatory units. Two units are externally assessed and one unit is internally assessed and externally moderated.

Each unit comprises discrete content:

Unit A291 *Marketing and Enterprise*

Internally assessed and externally moderated (Controlled Assessment unit).

Unit A292 *Business and People*

Externally assessed (unseen examination).

Unit A293 *Production, Finance and the External Business Environment*

Externally assessed (examination based on pre-released case study stimulus material).

There are 2 examination series each year, in January and June. Initial Plans are to enter students for the Unit A292 examination in the January of year 11. It is, possible for students to re-sit one or more units in order to improve their chances of a high final grade. Any decision regarding resits for individual students will be made by the teachers delivering the course in consultation with students, tutors and parents.

Syllabus followed:

OCR GCSE in Business Studies (J253)

Entry requirements:

None.

Set texts:

OCR Business Studies for GCSE: Kennerdell, Williams & Schofield (pub. Hodder Education)

The GCSE A-Z Business Studies Handbook: Jenkins (Hodder & Stoughton).

Extent of practical work:

Practical work may be required for the controlled assessment unit. This may involve some fieldwork in the Ipswich area, carrying out a survey of public opinion.

Nature of Coursework:

In the Controlled Assessment unit (A291) one of two tasks set by the examination board must be chosen. To meet the unit requirements students must prepare a report covering the three investigations which make up the task. The overall length of the report should be approximately 2,000 words. Students are expected to allocate up to 10 hours on research/data collection and up to 6 hours writing the report under controlled (examination) conditions. Research for the controlled assessment piece will begin in the Summer term of year 10 and the final report for submission to the examination board must be completed by end of the Lent term of year 11.

This unit is internally assessed and externally moderated.

Additional requirements:

Regular background reading about business and current affairs from quality newspapers is essential from the start of the course in order to build sound understanding and a wide business vocabulary.

Students are also encouraged to:

Discuss current business news in class, with classmates and at home with family.

Access dedicated educational websites such as 'Bized' and 'GCSE Bitesize'.

Other Comments:

This course offers excellent preparation for A-level Business Studies but is not a requirement for entry to that course. It also develops skills such as research, analysis and evaluation that are applicable to all A-level subjects.

Design Technology

Aims of the course:

The course encourages candidates to be inspired, moved and challenged the real world of product design.

They should be:

- actively engaged in the process of design and technology to develop as independent learners;
- make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products;
- explore ways in which aesthetics, technical, economic, environmental and social dimensions interact to shape designing and making;
- analyse existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life;
- develop decision making skills through individual and collaborative working;
- understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle;
- develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.

Outline description of the course:

The course has two components, one is a design and make project set in response to one of 20 themes set by the examination board incorporating all the focus areas of graphics, food, textiles, resistant materials and systems and control, the other is a common written paper of two hours. Students will select the focus area they wish to work in for the coursework project, and will be undertaken from Lent term of Y10 to the end of the Michaelmas term Y11.

Specification followed:

AQA GCSE Design & Technology: Product Design 4555

Entry requirements:

There are no prior learning requirements. However, it would be very useful for students to have studied the National Curriculum for Design and Technology at Key Stage 3.

Set texts:

Students will be issued with a course set book, revision guide, revision file as well as a focus area specific reference book where applicable.

Nature of the coursework:

The coursework project will constitute 60% of the overall marks. It will be completed from the beginning of the Lent term of Y10 and completed by the end of the Michaelmas term in Y11. It will be a design, make, test and evaluate format of a prototype product in response to one of a number of themes set by the examination board. Intermediate stages/section deadlines will be set by their teachers and their progress monitored daily/weekly. The final marking of the project is done by each individual teacher but is then internally standardised prior to the visit of the external moderator.

Additional requirements:

Students will need to develop a wide vocabulary of subject specific terminology. They will also be engaged in the awareness, analysis and evaluation of the work of other students and other designers. A positive and determined attitude in all aspects of the work is essential, as is the personal connection/dimension to their selected project theme/title that should be reflected in their enjoyment and interest evident throughout the course.

Other comments:

The new course is now unitised and this makes possible the re-sitting of the written paper if required. The written paper is of a single tier type for all students from grade 'G' to 'A*'. This course also provides the essential lead to the A/S and A2 courses in Design & Technology.

Drama and Theatre Arts

Aims of the course:

- to develop creative and imaginative powers and the practical skills for communicating and expressing ideas, feelings and meanings in drama;

- to develop the knowledge and understanding of drama within a social, cultural and historical context;
- to develop an understanding of drama forms;
- the development of investigative and analytical skills.

Outline description of the course:

Unit 1

Written Paper – 1 hour 30 mins

80 marks – 40%

A – Practical work completed during the course

B Study and performance of a scripted play

C – Study of a live production seen

Unit 2

Practical Work

120 marks – 60%

Candidates are required to present practical work for two controlled assessments options, each with a weighting of 30% (60 marks each)

Syllabus followed:

AQA GCSE in Drama (4240)

Entry requirements:

Enthusiasm, an aptitude for creative thinking, enjoyment of theatre/performing arts and discipline are the pre-requisites for the study of drama at GCSE. KS3 Drama in the lower school will have established a solid foundation from which to work at this next stage.

Set texts:

Selections of plays are chosen at the discretion of the department. Plays recently have included:

Find Me Olwen Wymark

Blue Remembered Hills Dennis Potter

The Crucible Arthur Miller

Caged Birds David Campton

Metamorphosis Steven Berkoff

Tartuffe Moliere

Additional requirements:

Theatre visits and workshops on a regular basis.

Geography

Aims of the course:

- to develop effective and independent learners, that are able to think critically and reflectively with enquiring minds in a range of geographical contexts;
- to develop pupils' knowledge and understanding of geographical concepts in a contemporary changing world, including the development and resolution of issues;
- to develop spatial awareness at different scales and an appreciation of the importance of location;
- to develop an appreciation of the similarities and differences between people's views of the world, its environments, societies and cultures, including values and attitudes.

Outline Description of the course:

There are four units.

Unit 1: *Dynamic World*

This unit covers the topics entitled Restless Earth, Climate Change, Battle for the Biosphere, Water World, Oceans on the Edge, and Coastal Change and Conflict. 1 hour examination taken in summer of Year 10.

Unit 2: *People and the Planet*

This covers Population Dynamics, Consuming Resources, Living Spaces, Making a Living, Development Dilemmas, and Changing Cities (which is linked to Unit 4). 1 hour examination taken in January Year 11.

Unit 3: *Making Geographical Decisions*

This is an issues based unit with materials provided in advance on a contemporary theme; this is studied in class for 7 weeks before the 1 hour examination taken in summer of Year 11.

Unit 4: *Researching Geography*

This consists of a controlled assessment (the new version of coursework). Edexcel provide two titles on town/city environments from which one will be chosen, by the department, to study. Fieldwork will take place in Ipswich to collect the primary data. The new regulations, for all subjects, require that part of the controlled assessment is written under test conditions (High Control). This will be completed in the Lent Term of Year 11.

(There is an option within this modular system for re-sitting Unit 1 or Unit 2, but this will only be used by the department in certain circumstances, for example where a pupil has underperformed relative to their target grade, and at the discretion of the Head of Department).

Specification:

Edexcel B (code 2GB01)

Set texts:

There will be two texts specifically designed for the specification and plenty of additional resources to accompany them.

Controlled Assessment:

1 piece of assessment will be produced on an urban theme, based on one of two titles provided by the examination board each year. This will involve preparatory work leading to fieldwork in Ipswich, or its surrounding area, followed by teacher led sessions which will provide guidance on each element of the report. The write up of the fieldwork task must, however, take place under controlled conditions without further teacher input. The sections are planning and introduction, methodology, data presentation, analysis, and conclusions and evaluation.

Further Information:

Please see leaflet produced by the Geography Department, or contact the Head of Geography – Mr Lindsay Frost.

History

Aims of the course:

- to actively engage pupils in the process of historical enquiry to develop them as effective and independent learners, and as critical and reflective thinkers with enquiring minds;
- to develop pupils' knowledge and coherent understanding of selected periods, societies and aspects of history;
- to develop pupils' awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes;
- to develop pupils' abilities to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context;
- to enable pupils to organise and communicate their historical knowledge and understanding in creative and different ways and reach substantiated judgements;
- to recognise that pupils' historical knowledge, understanding and skills help them to understand the present and provide them with a basis for their role as responsible citizens, as well as allowing further study of history.

Outline description of the course:

- **Unit 1** (25%): *Peace and War*: International Relations 1900-1939 (Why did war break out in 1914? International rivalry 1900-14; The Peace settlement: 1918-28; Why did war break out? International relations 1929-39)
- **Unit 2** (25%): *Modern World Depth Study*: The USA 1919-41 (The US economy; US society; The Great Depression; Roosevelt and the new Deal)
- **Unit 3** (25%): *Modern World Source Enquiry* (War and the Transformation of British Society c 1903-28)
- **Unit 4** (25%): *Representations of History* (Controlled Assessment, set by the examining board, based on a study of the Vietnam War)

Units 1 and 2 will be examined at the end of Year 10, with the possibility of re-takes at the end of Year 11. Units 3 and 4 will be examined at the end of Year 11.

Syllabus followed:

Edexcel GCSE History A (*The Making of the Modern World*)

Entry requirements:

There are no specific entry requirements as all pupils study history up to the end of KS3. If a potential pupil is very weak, or if they fare particularly badly in the end of Year 9 examination, we may recommend that history is not a viable option for them.

Set texts:

Ben Walsh: *Modern World History* (Publisher: John Murray)

Nature of Coursework:

Unit 4 is a controlled assessment unit. This means it will be done in the classroom, with the final written pieces of work being undertaken in timed conditions (a total of two and a half hours). There will be time allocated for individual research. Two questions will be set, one focusing on historical enquiry, the other focusing on representations.

Additional requirements:

Pupils are encouraged to take an active interest in the world around them, in order to see the links that can be made between the periods they are studying and the world today. To that end, we expect pupils to read broadsheet newspapers on a regular basis, and to keep in touch with current affairs by watching news programmes. It is also recommended that pupils read the history periodicals that we have in school.

Other Comments:

For the first time these specifications are unitised, which offers schools the choice of a linear examination (where all exams and certification are taken in a single examination series) or a staged assessment (where units are taken in different examination series, with certification in the final series). Additionally, candidates may re-sit any unit once.

Latin

Aims of the course:

- to offer candidates the opportunity to study elements of the language, literature and culture of the Roman world;
- to allow candidates to show their linguistic and grammatical knowledge;
- to allow them to show their understanding and appreciation of literature in the original language;
- to allow them to evaluate and respond to evidence of Roman civilisation.

Outline description of the course:

- The course leads to two translation papers, one of which may be taken at the end of Year 10. There is a defined vocabulary list for each of these translation papers.
- There are also two literature papers, one prose, one poetry, which test a student's ability to translate and analyse real Latin written by real Roman authors.

Syllabus followed:

OCR GCSE in Latin

Entry requirements:

Normally it is necessary to have studied Latin in Year 9. However in exceptional circumstances it may be possible to rejoin in Year 10, after missing Year 9. It is not possible to start from new in Year 10.

Set texts:

Selections from the new OCR Latin Anthology for GCSE

Nature of Coursework:

Coursework does not form any part of Latin GCSE at RHS.

Additional requirements:

Students need to learn and retain vocabulary, grammar and literature notes. This requires a good memory and a desire to work hard at a difficult subject.

Other Comments:

For the first time these specifications are unitised, which offers schools the choice of a linear examination (where all exams and certification are taken in a single examination series) or a staged assessment (where units are taken in different examination series, with certification in the final series). Additionally, candidates may re-sit any unit once.

The units in these specifications are tiered. Candidates may combine units taken at different tiers when they certificate.

Additionally, Unit A401 (translation paper) is available as a Computer-based Test as an alternative to a paper-based examination.

Media Studies**Aims of the course:**

- to offer candidates a chance to analyse a variety of Media forms;
- to encourage the candidate to be creative;
- to allow the student to create a range of media;
- to deepen the students appreciation of how media products are created;
- to understand the negative representations that can occur in the Media;
- to understand the techniques of persuasion that Media products use.

Outline description of the course:

The course is based around studying a real world media product in depth using the key concepts such as: Representation, Narrative, Genre, Media Language, Audience and Institution.

Once the products have been analysed the candidate plans and creates a similar text but for a different target audience.

An evaluation of the process is carried out.

Syllabus followed:

AQA Media Studies

Entry requirements:

A desire to carry out a lot of independent work and be creative is essential. The media is a very creative place but also saturated. Trying to create something new in it is difficult and takes tenacity.

Set texts:

There are no set texts. There are various areas we must study and in the final year the examination topic is set for us by the exam board.

Nature of Coursework:

Coursework takes up 60% of the course with examination taking the remaining 40%.

Additional requirements:

Once again, it is worth reiterating that the students need to be self-motivated and creative.

Other Comments:

This should be an enjoyable course if the candidate is willing to undertake the necessary commitment that creative work entails. It is frustrating but often worth the effort.

Music

Aims of the course:

- to offer candidates the opportunity to perform music in their own time either on an instrument or voice and create music either on computers or in a recording studio;
- to allow creative pupils to show their musical skills through composing;
- to broaden candidates' knowledge of all types of music including classical, popular and world;
- to give candidates the chance to improve performing skills and through work in composition to gain insight into how music is constructed from initial ideas through to the finished product;
- to offer candidates the prospect of analysing music in a variety of styles discovering the social and historical context in which music has been composed over the last 400 years or so.

Outline description of the course:

- 1 PERFORMING:
Candidates will be expected to play one solo piece and one ensemble piece.
- 2 COMPOSING:
Candidates will be expected to compose two contrasting pieces.
- 3 LISTENING AND APPRAISING:
Candidates will sit a 90 minute written paper with questions on prescribed set works.

Syllabus followed:

Edexcel 2MU01

Entry requirements:

To have experienced creating music of their own in class.

To have listened to a variety of music in class.

To have enjoyed making music as an instrumentalist, vocalist or in a group.

Nature of Coursework:

Two contrasting compositions and two performances.

Additional Requirements:

Pupils need to develop a high degree of musical literacy and competence in their chosen practical skill.

Other Comments:

If pupils have enjoyed the GCSE Music course, they could then consider pursuing the subject at either AS or A2 level. Listening skills gained will enhance the aural perception needed in language examinations. Performing skills will give confidence in playing to an audience – useful if they intend to pursue, eg drama or law. In addition, they might wish to study A level Performing Arts or Music Technology.

Physical Education

Aims of the course:

- develop knowledge and practical skills in a range of physical activities;
- examine the effects of exercise and how training can improve performance;
- find ways to improve performances in a variety of roles;
- identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity.

Outline description of the course:

Unit 1 *Healthy active lifestyles*

Your Healthy, active body

Unit 1 is assessed through an externally set examination. The examination is 1 hour and 30 minutes and contains multiple choice, short and longer answer questions.

Unit 2 *Practical Performance*

Analysis of Performance

Four practical performances in the role of either player, leader or official. You can achieve 48% of the marks from your four performances, two of which may be in the role of a leader or official. Analysis of performance in one of the chosen activities is worth 12% of the marks and includes planning, performing and evaluating a Personal Exercise Programme.

Syllabus followed:

Edexcel GCSE Physical Education

Full course 2PE01

Entry requirements:

Represent the school in at least two sports.

A discussion with PE department as to the suitability of the course in relation to physical ability.

Set texts:

Edexcel GCSE PE Student book

Nature of Coursework:

Practical assessment is ongoing throughout the course and some assessments will be through school teams. Students are required to complete a Personal Exercise Programme over 6 weeks to enhance their fitness for a specific sport.

Additional requirements:

- Have a keen interest in sport and recreation
- Want to follow know more about the benefits of sport and exercise
- Considering a sports related career or an A level course

Other Comments:

If you want to find out more about GCSE PE you can visit the Edexcel website (www.edexcel.com) or speak to the PE department.

Religious Studies

Aims of the course:

Religious Studies at GCSE involves a study of the great questions of life through the media of philosophy of religion and ethics. Pupils will have the opportunity to explore answers to some of the great questions that have puzzled human beings through the ages. Questions such as 'Why are we here?', 'How did life begin?' and 'Why is there so much suffering of innocent people?' all find some

form of resolution from within the context of the Christian religious tradition. This course allows pupils to consider the adequacy of the religious response and to compare religious solutions to these problems with non-religious solutions.

Much of the material covered in the course directly relates to contemporary moral and philosophical issues. Pupils will not only learn a great deal of the substance behind these issues but will also develop their critical thinking skills. They will come face to face with opinions that differ from their own and they will be encouraged to learn how to negotiate these. At no stage will they be expected to exhibit a confessional approach: the course is open to and is as valid for those who have no faith as it is for those who have a great deal of faith.

Outline description of the course:

Twelve topics covered are as follows:

Philosophy

- Belief about deity
- Religious and spiritual experience
- The end of life
- Good and evil
- Religion, reason and revelation
- Religion and science

Ethics

- Religion and human relationships
- Religion and medical ethics
- Religion and poverty and wealth
- Religion, peace and justice
- Religion and equality
- Religion and the media

Syllabus followed:

OCR Syllabus B Philosophy and Ethics

Entry requirements:

None

Set texts:

None

Nature of Coursework:

None.

Additional requirements:

None.

Other Comments:

Religious Studies is thought-provoking, interesting and fun. Lessons are dominated by lively discussion and many past pupils will say that they have been enjoyable. The written work is straightforward and the department has an enviable record with its excellent results at GCSE.

Appendix 1

Policy on Internal Assessments for Qualifications with English Awarding Bodies

In accordance with the Code of Practice for the conduct of external qualifications produced by the Qualifications and Curriculum Authority, The Royal Hospital School is committed to ensuring that:

- Internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills.
- Assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant Specifications for each subject.
- The consistency of internal assessment is assured through internal standardization as set out by the Awarding Bodies.

Written Appeals Procedure

Each Awarding Body publishes procedures for appeals against its decisions, and the Examinations Officer will be able to advise pupils and parents of these procedures.

A pupil or parent wishing to appeal against the procedures used in internal assessments should contact the Examinations Officer as soon as possible to discuss the appeal, and a written appeal must be received by the School *by the end of half term in the spring term for exams held after Christmas, by the end of half term in the summer term for exams held in the summer, and by the end of November for exams held in November.*

On receipt of a written appeal from a parent, an enquiry into the internal assessment will be conducted by the Examinations Officer and the Director of Studies. This enquiry will consider whether the procedures used in the internal assessment conformed to the published requirements of the Awarding Body.

The parent will be informed in writing of the outcome of the appeal, including details of any relevant communication with the Awarding Body and of any steps taken to further protect the interests of the candidates.

Statement for Pupils:

If at any stage during your exam courses you have concerns about the procedures used in assessing your internally marked work for public exams (e.g. coursework / portfolio/projects/controlled assessments) you should discuss the issue with your tutor as soon as possible. If necessary your tutor will raise the matter with the Examinations Officer on your behalf.

Requesting a Review of Results:

A parent or pupil wishing to query a result gained in a Public Exam may do so following the publication of results in March or August. A request must be made in writing to the Examinations Officer within two weeks of the date of the publication of results.