



ROYAL  
HOSPITAL  
SCHOOL

KS4

# CURRICULUM GUIDE

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# INTRODUCTION

MR ANDREW WYNN

HEAD OF MIDDLE SCHOOL

This Key Stage 4 Curriculum Guide gives detailed information about the range of GCSE courses which are offered at RHS. Under the headings of the various subjects, you will find such information as the nature of the controlled assessment requirements, the topics covered at different stages and the examination specifications being followed.

KS4 is obviously a highly important stage in the educational development of any pupil. GCSE results provide some of the most important information for university admissions tutors and are regarded as the best predictors of further academic achievement. 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 higher education course.

All pupils in Years 10 and 11 follow a combination of GCSEs taken both from the core curriculum and also from a range of options. English, mathematics and science, as well as either a modern or classical language (chosen from German, Spanish, French and Latin) form the compulsory core. Pupils will also take both English Language and English Literature. In addition, most pupils are required to choose a further three subjects from a wide range of options.

## KEY POINTS

### ENGLISH AS AN ADDITIONAL LANGUAGE

All pupils will do mainstream English, receiving any support necessary from the EAL Department. A decision will be made as to whether they will take either English GCSE or IGCSE English as a Second Language. Those overseas pupils without another modern foreign language will receive EAL support in those periods. If deemed necessary, pupils will be withdrawn for selected classes to give them extra language support for difficult areas of the curriculum.

### LANGUAGES

Pupils can choose French, German, Spanish or Latin as their core language. Pupils are able to choose to study two languages at GCSE if they opt for French, German, Spanish or Latin in the core and then select French or Spanish as one of their options.

### SCIENCE

All pupils will study either double award science or the three separate sciences (physics, chemistry and biology). Those opting to study the separate sciences will study two of them in the core and will study the third science as one of their options.

### HUMANITIES

All pupils are encouraged to opt for at least one of the humanities: geography, history, classical civilisation and religious studies.

### CREATIVE, APPLIED AND PRACTICAL SUBJECTS

To gain a balance of subjects, it is recommended that pupils also opt for at least one creative, applied or practical GCSE subject. RHS offers art, business, design & technology, drama, media studies, music and (academic) PE.

### EXAMINATION BOARDS

OCR	ocr.org.uk
Edexcel	edexcel.com
AQA	aqa.org.uk

# ENGLISH LANGUAGE & ENGLISH LITERATURE

MS JENNIFER STONE

HEAD OF ENGLISH

As of September 2015, GCSE English Language and Literature have changed. Both GCSEs will be sat at the end of the two years in four examinations. There will be no teacher-assessed work taken as part of the course and only the examinations will count towards a final GCSE grade. The final grade will be reported as a number from 1–9 with 9 as the highest grade.

All of our pupils will be entered, in the first instance, for both English Literature and English Language GCSE. A further change will mean that either the Language or Literature GCSE will provide evidence to employers and further education providers of having studied English to a satisfactory level:

Pupils will be expected to:

- study a range of high quality fiction and non-fiction texts
- study a range of poetry from the romantic period to the present day
- study a complete 19th century novel
- study a complete Shakespeare play
- study modern drama and prose written in the British Isles

Our chosen curriculum is that provided by AQA and will include all of these elements along with opportunities to write creatively and improve on close-reading and analytical skills first introduced at KS3.

AQA issue a list of set texts from which individual teachers may select the most appropriate texts for their class. This year's current programme of study includes:

- *An Inspector Calls* by J.B. Priestley
- *Dr Jekyll and Mr Hyde* by R.L. Stevenson
- *Macbeth* by William Shakespeare
- *Power and Conflict* poetry anthology supplied by AQA

# MATHEMATICS

MR KEVIN REID

HEAD OF MATHEMATICS

## AIMS OF THE COURSE

The GCSE Mathematics course follows a similar pattern to what is now established at KS3. The course is divided into 20 different units of study and pupils approach each unit in the following manner:

**Master** - Pupils are helped to master fundamental knowledge and skills over a series of lessons.

**Check** - Before moving on with the rest of the unit, they check their understanding in a short formative assessment, and give an indication of their confidence level in their Pupil Progression Chart.

**Extend / Strengthen** - They will extend/strengthen their learning as appropriate.

**Test** - Each unit is tested and results recorded in their Pupil Progression Chart.

In addition to the “seen” unit tests, pupils will sit two “unseen” papers at the end of each term – one with access to a calculator, one without. This enables the department to track pupils effectively and ensure that our setting is appropriate for each pupil.

## OUTLINE DESCRIPTION OF COURSE

### PUPILS STUDY THE FOLLOWING AREAS:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

## SPECIFICATION

All pupils are prepared to sit the Pearson Edexcel GCSE (9–1) examinations at either Higher or Foundation level.

## SET TEXTS

The main resource used by the department will be the Pearson Edexcel ActiveLearn online textbooks. We also use a range of other online and worksheet resources to supplement our teaching and the lower sets will often have access to Pearson Edexcel workbooks.

## CONTROLLED ASSESSMENT REQUIREMENTS

There is no controlled assessment in this course.

The pupils are assessed by three terminal papers (one without the use of a calculator and two with calculator allowed) that are sat in the summer term of Year 11. Each paper is 1.5 hours in duration and carries equal weighting in the overall mark.

# COMBINED SCIENCE

MISS MAGGIE EGAN-SMITH

HEAD OF SCIENCE

## AIMS OF THE COURSE

The course encourages candidates to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively
- develop curiosity about the natural world, and to study in ways that give them an insight into how science works and that enable them to appreciate its relevance to their everyday lives

## OUTLINE DESCRIPTION OF THE COURSE

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Combined Science consists of six externally examined papers. These are available at Foundation tier and Higher tier. Pupils must complete all assessments in the same tier. The biology, chemistry and physics components are taught by subject specialists. Pupils will sit six written examinations, each 70 minutes long and worth 16.67% of the total (two each of biology, chemistry and physics), in the summer of Year 11.

The GCSE course includes 18 mandatory core practicals (six for each of the three sciences). Pupils will need to use their knowledge and understanding of these practical techniques and procedures in the written examinations. These aim to promote:

- development of scientific thinking
- experimental skills and strategies
- analysis and evaluation
- scientific vocabulary, quantities, units, symbols and nomenclature

## THE COMBINED SCIENCE UNITS COVER THE FOLLOWING TOPICS:

**Biology 1:** Key concepts in biology; cells and control; genetics; natural selection and genetic modification; health, disease and the development of medicines.

**Biology 2:** Key concepts in biology; plant structures and their functions; animal coordination, control and homeostasis; exchange and transport in animals; ecosystems and material cycles.

**Chemistry 1:** Key concepts in chemistry; states of matter and mixtures; chemical changes; extracting metals and equilibria.

**Chemistry 2:** Key concepts in chemistry; groups in the periodic table; rates of reaction and energy changes; fuels and Earth science.

**Physics 1:** Key concepts of physics; motion and forces; conservation of energy; waves; light and the electromagnetic spectrum; radioactivity.

**Physics 2:** Key concepts of physics; energy, forces doing work; forces and their effects; electricity and circuits; magnetism and the motor effect; electromagnetic induction; particle model; forces and matter.

## ASSESSMENT OBJECTIVES

Pupils must:		% in GCSE
<b>AO1</b>	Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> <li>scientific ideas</li> <li>scientific techniques and procedures</li> </ul>	40
<b>AO2</b>	Apply knowledge and understanding of: <ul style="list-style-type: none"> <li>scientific ideas</li> <li>scientific enquiry, techniques and procedures.</li> </ul>	40
<b>AO3</b>	Analyse information and ideas to: <ul style="list-style-type: none"> <li>interpret and evaluate</li> <li>make judgements and draw conclusions</li> <li>develop and improve experimental procedures.</li> </ul>	20
<b>Total</b>		100%

## SPECIFICATION

Pearson Edexcel GCSE (9 - 1) in Combined Science (1SCO)

## SET TEXTS

Pearson ActiveLearn online textbook.



# SEPARATE SCIENCES: BIOLOGY, CHEMISTRY & PHYSICS

**MISS MAGGIE EGAN-SMITH**

**MR BEN RAYBOULD**

**MISS MAGGIE EGAN-SMITH**

**DR MARCUS GIBBS**

**HEAD OF SCIENCE**

**HEAD OF BIOLOGY**

**HEAD OF CHEMISTRY**

**HEAD OF PHYSICS**

## AIMS OF THE COURSES

The three GCSE science qualifications enable pupils to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively
- develop curiosity about the natural world, giving them an insight into how science works and enabling them to appreciate its relevance to their everyday lives

## OUTLINE DESCRIPTION OF THE COURSES

Each science will cover the same content as GCSE (9 - 1) Combined Science, but with additional material. Each science is examined by two 1 hour and 45 minute written papers in the summer of Year 11, with these papers each being worth 50% of the overall GCSE.

Each science GCSE also has a series of mandatory core practicals (eight for each of the three sciences). Pupils will need to use their knowledge and understanding of these practical techniques and procedures in the written examinations. These aim to promote:

- development of scientific thinking
- experimental skills and strategies
- analysis and evaluation
- scientific vocabulary, quantities, units, symbols and nomenclature

## TOPICS COVERED FOR EACH GCSE ARE AS FOLLOWS:

**Biology 1:** Key concepts in biology; cells and control; genetics; natural selection and genetic modification; health, disease and the development of medicines.

**Biology 2:** Key concepts in biology; plant structures and their functions; animal coordination, control and homeostasis; exchange and transport in animals; ecosystems and material cycles.

# MODERN FOREIGN LANGUAGES: FRENCH, GERMAN & SPANISH

**Chemistry 1:** Key concepts in chemistry; states of matter and mixtures; chemical changes; extracting metals and equilibria; transition metals, alloys and corrosion; quantitative analysis; dynamic equilibria; chemical cells and fuel cells.

**Chemistry 2:** Key concepts in chemistry; groups in the periodic table; rates of reaction and energy changes; fuels and Earth science; qualitative analysis; hydrocarbons; polymers; alcohols and carboxylic acids; bulk and surface properties of matter.

**Physics 1:** Key concepts of physics; motion and forces; conservation of energy; waves; light and the electromagnetic spectrum; radioactivity; astronomy.

**Physics 2:** Key concepts of physics; energy – forces doing work; forces and their effects; electricity and circuits; static electricity; magnetism and the motor effect; electromagnetic induction; particle model; forces and matter.

## ASSESSMENT OBJECTIVES

Pupils must:		% in GCSE
<b>AO1</b>	Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> <li>scientific ideas</li> <li>scientific techniques and procedures</li> </ul>	40
<b>AO2</b>	Apply knowledge and understanding of: <ul style="list-style-type: none"> <li>scientific ideas</li> <li>scientific enquiry, techniques and procedures.</li> </ul>	40
<b>AO3</b>	Analyse information and ideas to: <ul style="list-style-type: none"> <li>interpret and evaluate</li> <li>make judgements and draw conclusions</li> <li>develop and improve experimental procedures.</li> </ul>	20
<b>Total</b>		100%

## SPECIFICATION

Pearson Edexcel GCSE (9 - 1) in Biology (IBLO)  
 Pearson Edexcel GCSE (9 - 1) in Chemistry (ICHO)  
 Pearson Edexcel GCSE (9 - 1) in Physics (IPHO)

## SET TEXTS

Pearson ActiveLearn online textbooks.

**MISS ALI WRIGHT**  
**MRS JANINE ROUTLEDGE**  
**MRS NICOLA MANN**  
**MR ROBERTO ENCINAS**

**HEAD OF LANGUAGES**  
**HEAD OF FRENCH**  
**HEAD OF GERMAN**  
**HEAD OF SPANISH**

## AIMS OF THE COURSE

Our objective is to enable pupils of all abilities to develop their language skills to their full potential, and to equip them with the knowledge to communicate in a variety of contexts with confidence. We also aim to develop our pupils' understanding of local culture and tradition in parts of the world where the target language is spoken.

## OUTLINE DESCRIPTION OF THE COURSE

### TOPIC AREAS COVERED

- identity & culture (including relationships, modern technology, free-time activities, customs & festivals in the target language-speaking world)
- local, national, international & global areas of interest (including home town & local area, social issues, global issues, travel & tourism)
- current & future study & employment (including school studies, life at school or college, education post-16, jobs, career choices & ambitions)

GCSE candidates will be expected to have acquired knowledge and understanding of the target language's grammar during their course. In the exam they will be required to apply their knowledge and understanding, appropriate to the relevant tier of entry. The grammar covered includes:

- a core of basic & intermediate grammar, including present, past & future tenses
- specific vocabulary relevant to topics listed above
- multi-purpose lexical items & structures

The equally-weighted skills assessed in the reformed GCSE are:

- listening (understanding & responding to different types of spoken language) – written exam at the end of the course: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) – partly assessed in English & partly in the target language – 25% of the exam
- speaking (communicating & interacting effectively in speech for a variety of purposes) – non-exam assessment towards the end of the course: 7–9 minutes (Foundation Tier) + preparation time, 10–12 minutes (Higher Tier) + preparation time – assessed wholly in the target language – 25% of the exam

- reading (understanding & responding to different types of written language) - written exam at the end of the course: 45 minutes (Foundation Tier), 1 hour (Higher Tier) - partly assessed in English & partly in the target language + translation from the target language into English (a minimum of 35 words at Foundation Tier & 50 words at Higher Tier) - 25% of the exam
- writing (communicating effectively in writing for a variety of purposes) - written exam at the end of the course: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) - assessed wholly in the target language + translation from English into the target language (a minimum of 35 words at Foundation Tier & 50 words at Higher Tier) - 25% of the exam

No dictionaries are allowed for any part of the assessment. There is no controlled assessment or coursework element to the course: this is a linear subject.

## SPECIFICATION

AQA - French (8658), German (8668) & Spanish (8698).

## ENTRY REQUIREMENTS

Each language is only available to pupils who have studied it at KS3.

## SET TEXTS

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

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

## ADDITIONAL REQUIREMENTS

Many general study skills (e.g. good personal organisation) will be needed for pupils to fulfil their potential. Attitudes and study skills more specifically beneficial in MFL would include:

- commitment to, and skills for, the ongoing 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

# ART

**MR GARRY RAVENHALL**

HEAD OF ART

## AIMS OF THE COURSE

- to allow individual pupils 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 pupils to develop their own strengths;
- to provide specialist subject teachers in all studio areas to offer expert guidance to pupils;
- to support each pupil 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 of practical art work in each pupil'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.

## SPECIFICATION

Edexcel: GCSE Art and Design (1AD01, 1FA01, 1TE01, 1PY01)

## ENTRY REQUIREMENTS

An enthusiasm for art and design and a wish to be individually creative.

## SET TEXTS

None.

## NATURE OF CONTROLLED ASSESSMENT

Pupils 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, pupils will carry out the first element of their Personal Portfolio following a carefully structured project in class. In the first term of Year 11 pupils 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 pupils 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

**MR TIM BRIGHTWELL**

HEAD OF BUSINESS

## AIMS OF THE COURSE

To introduce pupils to the world of business and develop an understanding and appreciation of the modern and evolving business environment, whilst addressing the economic, social, cultural and moral objectives set out in the specification.

## OUTLINE DESCRIPTION OF THE COURSE

The Edexcel GCSE (9 - 1) Business course is followed. The course comprises two themes and is examined through two external written papers, each of 1 hour and 30 minutes, worth 50% of the qualification each. In both themes there will be calculations, short answer questions, multiple choice questions and extended essay-style writing questions.

### THEME 1: INVESTIGATING SMALL BUSINESS

Enterprise and entrepreneurship; spotting a business opportunity; putting a business idea into practice; making the business effective; understanding external influences on business.

## THEME 2: BUILDING A BUSINESS

Growing the business; making marketing decisions; making operational decisions; making financial decisions; making human resource decisions.

## SPECIFICATION

Edexcel GCSE (9 - 1) Business 1BS0

## SET TEXTS

A core textbook, an "A - Z" business dictionary and supporting revision guides.

# CLASSICAL CIVILISATION

**MR MATTHEW ROUTLEDGE**

**HEAD OF CLASSICS**

## AIMS OF THE COURSE

Classical civilisation is the study of the Greek and Roman world, and covers a broad range of topics. Many pupils confuse Latin with classical civilisation when it comes to options choices: they are completely different disciplines! Classical civilisation allows you to study the Ancient World without needing to know Latin or Greek as languages.

It is possible to take both Latin and classical civilisation at GCSE in order to receive a classical education in both the languages and the arts/humanities.

## OUTLINE DESCRIPTION OF THE COURSE

We follow the OCR GCSE Classical Civilisation qualification (J199). There is no controlled assessment or coursework involved in the new GCSE. Pupils are assessed in two examinations, both of which are taken at the end of Year 11. Units covered are as follows:

### MYTH AND RELIGION (J199/11)

- This unit covers a huge amount of mythology, religion, literature and art to fully evaluate the various myths and rituals surrounding Ancient Greece and Ancient Rome. Pupils are expected to look at gods, city foundation myths, temples in both cultures, symbols of power, religious festivals, beliefs in life after death and the rituals of burial, as well as the roles of these issues in wider society such as politics and art.
- Pupils are expected not only to become familiar with these concepts in both Greek and Roman societies, but also to evaluate their significance and to make links through various sources (literature, art, archaeology) to modern societies. Pupils will also look at the works of Virgil, Ovid, Plutarch, Livy and Homer.
- This paper is 90mins long and worth 50% of the GCSE.

### ROMAN CITY LIFE (J199/22)

- This unit looks in detail at Roman society and its many facets. Pupils will be expected to again use various sources of differing nature (including the literature of Horace, Juvenal, Petronius and Pliny) to

examine daily rituals and routine, as well as the importance of social status and the roles of slaves, freedmen, senators and equites.

- Pupils will take a closer look at the way that other aspects of life, such as politics, religion and entertainment, are weaved together, as well as looking more closely at specific houses and buildings, in order to reconstruct what life was like for many Romans.
- This paper is 90mins long and worth 50% of the GCSE.

## SPECIFICATION

OCR Classical Civilisation GCSE (J199)

## ENTRY REQUIREMENTS

Unlike Latin, there is no need to have studied classical civilisation in Years 7 - 9 in order to take the subject for GCSE. The subject requires a fair amount of reading and essay writing, and so pupils should bear that in mind when thinking about the subject. The subject is a very accessible and approachable one: we welcome those who have read about the Greek gods before as well as those who are completely new to the Classical World!

## SHOULD I TAKE THE COURSE?

The short answer is, yes! Classical civilisation is the perfect complement to many other subjects. There are elements of literature (prose, and verse), art, politics, religious studies, philosophy, history and archaeology: there is something to cater for all interests. If you enjoy the arts-based subjects but struggle to pick between them, classical civilisation gives you the opportunity to develop numerous skill-sets simultaneously. If you are more science-based in your skills, then classical civilisation gives you the opportunity to cover lots of disciplines within one option block.

Classical civilisation is a very different subject to Latin, and so is open to all pupils in the school who wish to take it. You will benefit from the ability to study a broad and well-respected subject in lessons with dedicated and specialised teachers; it is a subject which is highly valued by both employers and universities.

# COMPUTER SCIENCE

**MR STUART DOVE**

**HEAD OF COMPUTING**

Computer Science prepares young people for a world that doesn't yet exist, involving technologies that have not yet been invented and technical and ethical challenges of which we are not yet aware. We live in a digitised, computerised, programmable world, and to make sense of it, we need Computer Science. Computing has an immense impact on modern life and is of enormous importance to the economy. This GCSE specification has been developed with the demands of the modern world in mind, such as the need for mobile & web applications, game development and cyber security solutions. The course will help pupils learn about critical thinking, analysis and problem solving while gaining technical practical skills that will prepare them for the digital workplace.

## WHAT WILL I BE STUDYING?

OCR Computer Science is a three unit course designed to give pupils an in-depth understanding of how computer technology works and a look at what goes on 'behind the screens' of digital technology.

**Component 1 - Computer systems:** Introduces pupils to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

**Component 2 - Computational thinking, algorithms and programming:** Pupils apply knowledge and understanding gained in component 1. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation.

**Programming Project:** Pupils use OCR Programming Project tasks to develop their practical ability in the skills developed in components 1 and 2. They will have the opportunity to define success criteria from a given problem and then create suitable algorithms to achieve the success criteria. Pupils then code their solutions in a suitable programming language and check its functionality using a suitable and documented test plan. Finally they will evaluate the success of their solution and reflect on potential developments for the future. Pupils will learn to code in Python, JavaScript, HTML, CSS and SQL.

## SET TEXT

OCR GCSE (9-1) Computer Science by S Robson and P M Heathcote.

# DESIGN & TECHNOLOGY

MR OLIVER MILLINGTON

HEAD OF D&T

## FOOD PREPARATION & NUTRITION

### AIMS OF THE COURSE

The course encourages pupils to develop an understanding of nutrition, food provenance and the working characteristics of ingredients. Pupils will develop practical cooking skills to give them a stronger understanding of nutrition.

The skills and understanding are divided into five topics:

- Food nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

### OUTLINE DESCRIPTION OF THE COURSE

The course has two components which contribute an even 50% towards the final GCSE grade. The first component is a written examination paper which focuses on five topics as described above. This

examination is 1 hour and 45 minutes long. The second component is the non-exam assessment (NEA) which is split into the following two tasks:

#### Task 1: Food investigation

Pupils will write a report which will demonstrate their understanding of the working characteristics, functional and chemical properties of ingredients.

#### Task 2: Food preparation assessment

Pupils will create a portfolio which will demonstrate their knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Pupils will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

## SPECIFICATION

AQA GCSE Food Preparation and Nutrition (8585)

## ENTRY REQUIREMENTS

There are no prior learning requirements. However, it would be very useful for pupils to have studied Food Technology at Key Stage 3.

## SET TEXTS

Pupils will be issued with a course book and revision guide.

## NATURE OF NON-EXAM ASSESSMENT (NEA)

The NEA tasks will be completed in Year 11 under similar conditions to a controlled assessment. The exam board will release the theme for each of the NEA tasks on set dates. Once released, pupils will have a set amount of lesson time to complete the tasks. Intermediate deadlines will be set by their teachers and their progress monitored daily/weekly. As part of the second task pupils will have to complete a 3 hour practical session to create their final menu. This will take place under strict examination conditions and photographic evidence will be taken of their final outcome. The final marking of the NEA tasks is done by each individual teacher but is then internally standardised prior to the visit of the external moderator.

## ADDITIONAL REQUIREMENTS

Pupils will need to develop a wide vocabulary of subject-specific terminology. A positive and determined attitude in all aspects of the work is essential, as well as a passion and interest in food preparation.

# DESIGN & TECHNOLOGY

### AIMS OF THE COURSE

The course encourages pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from wider influences on design and technology including historical, social, cultural, environmental and economic factors. Pupils will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The skills and understanding are divided into three areas of study:

### CORE TECHNICAL PRINCIPLES

In order to make effective design choices pupils will need a breadth of technical knowledge and understanding that consists of:

- new and emerging technologies
- energy storage and generation
- modern and smart materials
- systems approach to designing
- mechanical devices
- materials and their working properties

### SPECIALIST TECHNICAL PRINCIPLES

In addition to the core technical principles, all pupils will study timber, metal and plastics and will develop an in-depth knowledge and understanding of their technical principles:

- selection of materials
- forces and stresses
- ecological and social footprint
- scales of production
- sources and origins
- using and working with materials
- stock forms and types
- surface treatments and finishes

### DESIGNING & MAKING PRINCIPLES

Pupils will demonstrate and apply knowledge and understanding of designing and making principles in relation to the full design process, including design strategies, prototype development, and techniques and processes. Pupils will know and understand that all design and technology activities take place within a wide range of contexts. This will be learnt through a series of focused design or make tasks. They will learn how their models and prototypes must satisfy wants and needs and be fit for intended use.

### OUTLINE DESCRIPTION OF THE COURSE

The course has two components which each contribute 50% towards the final GCSE grade. The first component is a written examination paper which focuses on the three areas of study. This examination is 2 hours long and will have a mixture of short answer questions and extended response questions.

The second component is the non-exam assessment (NEA) which will assess the three areas of study through a 35 hour design and make task. Pupils will create a portfolio in relation to a contextual challenge set by the examination board. The portfolio will demonstrate their knowledge, skills and understanding in relation to the following assessment areas:

- Investigating
- Designing
- Making
- Analysing and evaluating

Pupils are encouraged to use the iterative design process with their NEA and so the assessment of the above areas of the NEA will be completed holistically rather than in a linear way.

### SPECIFICATION

AQA GCSE Design & Technology (8552)

### ENTRY REQUIREMENTS

There are no prior learning requirements. However, it would be very useful for pupils to have studied design and technology at Key Stage 3.

### SET TEXTS

Pupils will be issued with a course book and revision guide.

### NATURE OF NON-EXAM ASSESSMENT (NEA)

The NEA tasks will be completed in Year 11 under similar conditions to a controlled assessment. The exam board will release the theme for each of the NEA tasks on set dates. Once released, pupils will have a set amount of lesson time to complete the tasks. Intermediate deadlines will be set by teachers and progress monitored daily/weekly. The final marking of the NEA tasks is completed by each individual teacher but is then internally standardised prior to the visit of the external moderator.

### ADDITIONAL REQUIREMENTS

Pupils will need to develop a wide vocabulary of subject-specific terminology. A positive and determined attitude in all aspects of the work is essential, as well as a passion and interest in design and making. Pupils will also be encouraged to read around the subject, and so will have access to a wide range of text books in the department.

# DRAMA

MR DAMON KERR

HEAD OF DRAMA

### 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

We undertake a variety of practical work over the course, in a range of forms: mask, commedia, melodrama, script, and explore the work of such practitioners as Artaud, Berkoff, Stanislavsky, etc. In Year 11, we make a piece of devised theatre and also work in smaller groups on extracts from scripts. These pieces are performed to audiences and make up 60% of the GCSE. Although all candidates will perform in at least one of these pieces, there are also opportunities to be assessed for lighting design and operation and other technical aspects.

The other 40% of the course is examined through a written examination. Candidates must write about a set text they will have studied over the course and they must also write about a performance seen on a trip arranged by the department.

### SPECIFICATION

We follow the revised AQA specification: GCSE Drama (8261).

### SET TEXTS

Performance texts are chosen at the discretion of the department and range from classic plays by writers such as Arthur Miller and Harold Pinter to people at the cutting edge today such as Polly Stenham, Charlotte Jones, Simon Stephens and Mark Ravenhill.

There is a choice of set text for the written examination, and we are currently teaching Patrick Barlow's modern take on the classic Hitchcock adaptation of John Buchan's 'The 39 Steps'.

## ADDITIONAL REQUIREMENTS

Enthusiasm, an aptitude for creative thinking, self-discipline and enjoyment of theatre / performing arts 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.

# GEOGRAPHY

MISS HARRIET IZOD

HEAD OF GEOGRAPHY

## AIMS OF THE COURSE

- To develop effective and independent learners, who are able to think critically and reflectively with an enquiring mind 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, especially related to sustainability.

## OUTLINE DESCRIPTION OF THE COURSE

There are three units:

### UNIT 1: THE PHYSICAL ENVIRONMENT

Have you ever wondered:

- why landscapes in some places are different from others?
- why flooding is becoming more common, and what we can do to respond to it?
- how climate change affected the UK in the past, and why it is becoming such a hazard?
- why tropical rainforests are rich in plant and wildlife, and how we can manage the world's forests for the future?

In this unit you will learn about the physical processes which create and change landscapes. This includes Ecosystems, Coasts, Rivers and Weather Hazards.

### UNIT 2: THE HUMAN ENVIRONMENT

Have you ever considered:

- why most people around the world have settled in cities and how they can be made better places to live?
- why some places are developing much faster than others?
- why food, energy and water are in such high demand, and how we can manage them for the future?

In this unit you will learn about human geography and issues about people and the environment. This includes Changing Cities, Global Development and Resource Management.

### UNIT 3: GEOGRAPHICAL INVESTIGATIONS

This unit challenges you to make links between units 1 and 2. You will investigate physical and human environments outside of the classroom through fieldwork, exploring big challenges like sustainability, population and climate change in the UK today.

Please note there will be at least two geography trips over the two year course, there may be a small cost attached to some geography fieldwork trips.

## SPECIFICATION

Edexcel A GCSE (9 - 1).

## SET TEXTS

There will be one text specifically designed for the specification and plenty of additional resources (such as ActiveTeach and ActiveLearn) to accompany this book.

## ADDITIONAL REQUIREMENTS

GCSE Geography is a broad subject highly relevant to today's society. We thus expect our pupils to have enthusiasm and passion for the subject. In return, they can expect to learn about a vast range of ideas and concepts within geography in a range of different ways. Fieldwork is a compulsory element of our course and will be externally assessed through the unit 3 examination. Geography is a fantastic platform for learning which takes our pupils in many different and exciting directions in life.

# HISTORY

MR ROY WATSON-DAVIS

HEAD OF 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

**Paper 1 (30%):** Thematic study and historic environment: Medicine in Britain c.1250-present and The British Sector of the Western Front, 1914 - 18: injuries, treatment and the trenches

**Paper 2 (40%):** Period Study (Superpower Relations and the Cold War, 1941 - 91) and British Depth Study (Henry VIII and his Ministers)

**Paper 3 (30%):** Modern Depth Study: Weimar and Nazi Germany, 1918 - 39

## SPECIFICATION

Edexcel

## SET TEXTS

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

Hodder: Medicine Through Time

Hodder: Henry VIII and his Ministers

Hodder Superpower Relations

Hodder Weimar and Nazi Germany

## NATURE OF COURSEWORK

History is a reformed GCSE from September 2016 and no longer includes coursework or controlled assessment as part of the specification.

## 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.

# LATIN

**MR MATTHEW ROUTLEDGE**

HEAD OF LATIN

## AIMS OF THE COURSE

GCSE Latin builds on the grammar and vocabulary covered in Years 7-9, and looks at elements of source analysis in studying Roman literature and culture. It is a broad and well-respected subject, known for its academic rigour and history of attracting the brightest minds.

## OUTLINE DESCRIPTION OF THE COURSE

We use the OCR course for GCSE Latin (J282). There is no controlled assessment or coursework for Latin GCSE. There are three examinations, all of which are taken at the end of Year 11. The units covered are as follows:

### J282/01 LATIN LANGUAGE

- This unit covers a range of Latin accident and syntax, as well as a prescribed vocabulary list. It covers translation, comprehension, analysis of grammar and composition.
- This paper is 90mins long and worth 50% of the GCSE.

### J282/03 PROSE LITERATURE

- Have you ever wondered how we know what the eruption of Mt Vesuvius was like, or how we know about the rebellion of the fearsome queen Boudicca? It is because of surviving literature written thousands of years ago. This unit allows pupils to study these texts in detail.
- This unit covers prose literature from a range of authors in the Cambridge Latin Anthology. Pupils will translate the passages in advance and will be expected to comment on the author's style of writing, as

well as the content of the passages.

- This paper is 60mins long and worth 25% of the GCSE.

### J282/06 ROMAN LITERATURE AND CULTURE

- What were the details of gladiator fights? Why did the Romans sacrifice animals? What was life like for soldiers at the edge of the Empire? This unit aims to get to the heart of these questions.
- Pupils use primary sources to comment on Roman daily life. These sources are literary, archaeological and visual in nature, and are prescribed by the examination board. Topics include mythology, entertainment, Roman Britain and religion.
- This paper is 60mins long and worth 25% of the GCSE.

## SPECIFICATION

OCR GCSE in Latin (J282)

## ENTRY REQUIREMENTS

Usually, it is a requirement to study Latin in Year 9 if you are looking to take Latin at GCSE.

## SET TEXTS

Selections from the Cambridge Latin Anthology for GCSE.

## NATURE OF CONTROLLED ASSESSMENT

Controlled assessment does not form any part of Latin GCSE at RHS.

## ADDITIONAL REQUIREMENTS

Pupils 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

You should take Latin for GCSE if you are willing to be challenged and are interested in the Roman world. The subject can be demanding at times, and you will be required to work hard, but you will benefit from a dedicated and knowledgeable department, as well as the opportunity to study a subject which is very well-respected by employers and universities.

# MEDIA STUDIES

**MR MARK VICKERS**

HEAD OF MEDIA STUDIES

## AIMS OF THE COURSE

The media is an inescapable aspect of life in the 21st century. Giving our pupils the tools to analyse and critique the media affords them the chance to understand the way it permeates their lives and make sense of the mixed messages we see communicated by media products each and every day. A GCSE in media studies introduces pupils to the various media platforms and offers them the opportunity to develop skills in analysis and production that could set them on the path towards a career in journalism, television production, computer game design or advertising, to name but a few of the career options open to media studies students.

## OUTLINE DESCRIPTION OF THE COURSE

The media studies course is 70% examination based, with pupils sitting two examinations at the end of Year 11: Component 1 – Exploring the Media and Component 2 – Understanding Media Forms and Products. The remaining 30% is accounted for by what is now called Non-Examined Assessment (formerly coursework or controlled assessment), where pupils will be asked to create a media product in response to a brief released each year by the examination board.

## SPECIFICATION

Eduqas

## SET TEXTS

### FOR COMPONENT 1 – EXPLORING THE MEDIA

- Pride and GQ magazine covers
- *The Man with the Golden Gun* and *Spectre* marketing materials
- The Guardian and The Sun newspapers
- *Quality Street* and *This Girl Can* advertising
- *The Archers* radio soap
- Pokemon Go video game

### FOR COMPONENT 2 – UNDERSTANDING MEDIA FORMS AND PRODUCTS

- *Luther* and *The Sweeney* television crime dramas
- Music videos, online media and social media covering a range of musicians including Katy Perry, Pharrell Williams, Taylor Swift, Bruno Mars, Duran Duran and Michael Jackson

## NATURE OF CONTROLLED ASSESSMENT

As explained above, 30% of the Media Studies GCSE is awarded based on what is now called Non-Examined Assessment. For this component pupils will be given the option of working in response to one of a number of briefs issued by the examination board in the spring of Year 10. Once they have selected the brief they wish to work with, pupils will be expected to produce a media product of their own in response to the demands of the chosen brief – this could be a trailer for a new television show, pages from a magazine, or advertising campaign for a new product. This will then be assessed internally before being moderated by the examination board.

## ADDITIONAL REQUIREMENTS

Success in media studies requires a diverse range of skills. General study skills such as organisation and the ability to take notes effectively are important, and pupils will also have to write extended answers using a range of terminology, though the ability to do this is not a pre-requisite and is something that we would expect pupils to develop as they progress through the course. The products we cover can provoke some challenging debate and so pupils will also need to be willing to engage in conversations about a wide range of topics. Finally, there is a creative element to the course, which requires pupils to develop their own media products, so an active imagination and some level of technical ability are also valuable assets.

# MUSIC

MR EDWARD ALLEN

HEAD OF ACADEMIC MUSIC

## AIMS OF THE COURSE

- Pupils have already gained many of the basic skills needed for this course in their music lessons over the last three years.
- Pupils have been introduced to creating music of their own in class and this is developed during the GCSE course, as they choose two topics for composition. For example, this could be a popular song and a dance track, a classical piece or some world music. There is a wide choice and it can be tailored to their individual musical interests and strengths.
- Pupils have already listened to a variety of music in class and these skills are developed as they study some set pieces taken from contrasting areas of study (see below).
- The GCSE course encourages all pupils to perform music of their own choosing and in any style, as a soloist and also in a group. To take this course, a pupil must be able to offer at least one instrument / or voice at Grade 3 level or above.

## WHAT WILL A PUPIL LEARN?

Pupils will learn how:

- to improve their performing skills
- music is constructed from initial ideas through to the finished product
- to analyse music in a variety of styles and discover 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:** Pupils will be expected to play one solo piece and one ensemble piece.

**2 Composing:** Pupils will be expected to compose two contrasting pieces.

**3 Listening & Appraising:** Pupils will sit a 105 minute written and listening paper with questions on prescribed set works. Set works are from these four contrasting areas of study:

- Instrumental Music 1700–1820
- Vocal Music
- Music for Stage and Screen
- Fusions

## SPECIFICATION

Edexcel (1MU0)

## 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.
- Be at least Grade 3 standard on an instrument and prove that they are Grade 3 level in Theory (pupils will not need to have taken the exam but will be encouraged to attend Musicianship Surgery to get to the standard required).

## NATURE OF COURSEWORK:

Two contrasting compositions and two performances.

## SET TEXTS:

Julie Winterson: *Edexcel GCSE (9-1) Anthology of Music* (Publisher: Pearson)  
Martin and Arkell: *Edexcel GCSE (9-1) Music Student Book* (Publisher: Pearson)  
Paul Terry: *GCSE Music (Edexcel) Study Guide* (Publisher: Rhinegold)

## ADDITIONAL REQUIREMENTS:

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

# ACADEMIC PHYSICAL EDUCATION

**MRS SARAH WILLIAMS**

HEAD OF ACADEMIC PE

## AIMS OF THE COURSE

- To explore sport science by developing an understanding of how the mind and body work in relation to performance in physical activity.
- To identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity.
- To develop knowledge and practical skills in a range of physical activities.

## OUTLINE DESCRIPTION OF THE COURSE

### Theory Component 1: Fitness and Body Systems (36%)

Learners will start to explore the way in which the parts of the human body work and function during physical activity and physiological adaptations that can occur due to diet and training. They will also develop their knowledge and understanding of the principles of training: why we train in different ways and how training plans can be made to optimise results.

### Theory Component 2: Health and Performance (24%)

Learners will develop their knowledge and understanding of sports psychology theories related to acquiring movement skills and optimising performance. Learners will be able to reflect on their own learning and performance of physical activities and sports skills to recognise the key psychological concepts affecting performance.

### Component 3: Practical Performance

Learners will be required to undertake two parts within this component:  
Performance of a sport or activity from the approved list, worth 30%  
Personal Exercise Programme (PEP), 10%

## SPECIFICATION

Edexcel - GCSE (9-1) Physical Education  
*Please note that only 30% of the course is practical weighting and the remainder is theory content.*

## ENTRY REQUIREMENTS

- Represent the School in at least two sports.
- A discussion with the PE Department as to the suitability of the course in relation to physical ability.

# RELIGIOUS STUDIES

**MISS SOPHIE CAMPBELL**

HEAD OF RS

## 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, as well as an exploration of the key beliefs and practices of Christianity and Buddhism. Pupils will have the opportunity to investigate human relationships and the roles in society of men and women, the philosophical issues relating to the existence of God, the ethics of war and peace in relation to religion, and how best to make sense of religious plurality and non-religious approaches to life.

Pupils will not only acquire a rich knowledge and understanding of religion, philosophy and ethics but also develop their critical thinking skills and their powers of verbal explanation and persuasion. 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 as open to, and is as valid for, those who have no faith as it is for those who follow a religious tradition.

## OUTLINE DESCRIPTION OF THE COURSE

Pupils will study two major world religions (Christianity and Buddhism) as well as explore some present-day issues from philosophical, ethical and religious perspectives. The course itself is split into three main strands:

Christianity (beliefs, teachings and practices) - 25% of overall mark

Buddhism (beliefs, teachings and practices) - 25% of overall mark

Religion, philosophy and ethics in the modern world (from a Christian perspective) - 50% of overall mark

## SPECIFICATION

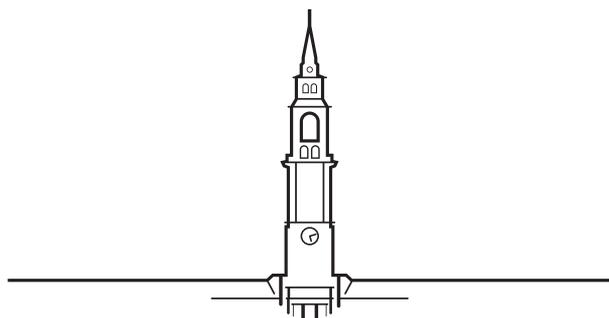
AQA

## NATURE OF CONTROLLED ASSESSMENT

There is no controlled assessment requirement in religious studies.

## OTHER COMMENTS

Religious studies is thought-provoking, interesting and fun. Lessons are dominated by lively discussion and pupils' personal views are highly valued. Many past pupils say that lessons have been highly enjoyable. The written work is straightforward and the department has an enviable record of excellent GCSE results; last year, 82% of pupils gained an A\* or A grade.



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