

MIDDLE SCHOOL YEARS

As a pupil goes through RGS, he follows three stages of educational studies. In Years 7, 8 and 9 he follows our Key Stage 3 courses. Many subjects now also begin preparation for GCSE in Year 9. Years 10 and 11 are Key Stage 4 courses and lead to the GCSE examination taken. Finally, there is the two-year A level course in the Sixth Form.

The current expectation is that all pupils will take final GCSE examinations in 10 full subjects at the end of Year 11.

Our core curriculum comprises: Maths, English, a Modern Language, and the three Sciences. All pupils must also study either History or Geography and a further two options. In addition, all pupils will do general RE, PE, Games and PSHCE (modules in Careers, Relationships, Citizenship, Mindfulness, British Values and Economic Awareness).

In this booklet more detailed information is provided on all Key Stage 4 subjects. Classes are based on mixed ability groupings in all subjects apart from Mathematics and French. In Mathematics and French pupils are put into sets based upon internal School exam results in Year 9.

All GCSEs are linear (no interim exams) and will be graded from 9 (highest) to 1 (lowest).

Co-Curriculum

We would like to stress that we also regard all other aspects of School life as important. We expect all pupils to develop their talents to the full and we provide opportunities in many different fields, to an extent, we believe, unparalleled in most State Schools.

In Games, pupils in Year 10 and Year 11 can take part in rugby, hockey, rowing, fitness, handball, water polo, badminton, basketball and volleyball in the winter months. In the Summer Term cricket, tennis, rowing, athletics, softball, ultimate Frisbee, fitness, badminton and volleyball are all on offer.

On Thursday afternoons in what is known as TAA pupils may join the CCF, do Social Service or take part in one of the many activities designed to enrich their curriculum and develop additional skills or interests.

We currently offer:

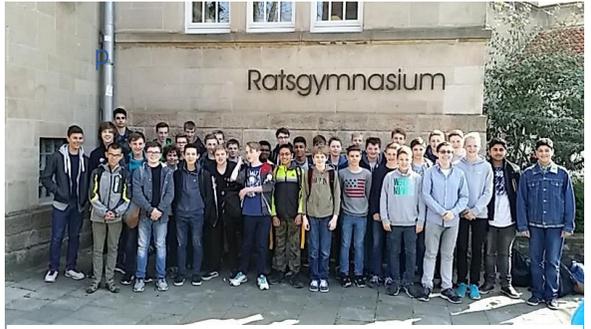
Art	Survival
Badminton	Football
Board Games	Classical Greek
CCF - Army	Japanese
CCF - Navy	Media Studies
CCF - RAF	Music
Chinese	Social Services
Cookery	Squash
Drama	Stage Lighting
Fitness	Table Tennis
Fives	Tennis

We would also encourage pupils to join clubs and societies, go on expeditions and trips, and participate fully in the various activities of the School community.

Photographs of some opportunities open to you in the Middle Years at the RGS.



Badminton



Trip to Osnabrück, Germany



Cookery



CCF



Fitness Suite

THE MIDDLE SCHOOL (KEY STAGE 4) CURRICULUM AND CAREERS

For a Year 9 pupil at the end of his third year in the School, future careers seem a long way away. However, it is never too early to acquire ideas and information. Here is a summary of our system. Please encourage your son to use it.

The School has a Careers Room containing current information on careers and higher education. In Years 10 and 11, as part of the PSHCE programme, there are two modules of Careers Education and another focusing on Economic Awareness. There is a biennial Careers Fair attended by employers and Higher Education Institutions. Your son is encouraged to organise Work Experience, which will enable him to gain a real insight into the world of work.

The RGS Curriculum ensures a broad and balanced choice of subjects so no career options are closed to your son at this stage. He should choose the subjects he enjoys and will perform best in. Should you wish to discuss options and possible careers, please contact Miss Sowah, the Director of Careers and Higher Education.

Looking ahead to the Sixth Form these are the A levels we currently offer:

Ancient History	Geography*
Art*	German*
Biology*	History*
Business Studies	Latin*
Chemistry*	Mathematics*
Computing	Music*
Design Technology*	Physics*
Economics	Politics
English Language and Literature*	Psychology
English Literature*	Spanish*
French*	Sport (BTEC)
Further Mathematics*	

*Pupils must have studied the corresponding GCSE for entry to these subjects

ENGLISH LANGUAGE and ENGLISH LITERATURE

All pupils in the School continue with English until they sit two GCSEs in Year 11: English Language and English Literature. Both GCSEs require the full range of reading, writing and speaking skills pupils have developed in the lower School.

English Language requires writing in various styles, reading a range of different text types and understanding their stylistic features, debating, discussion and presentation of ideas in front of a whole class. Perhaps most importantly, it requires pupils to demonstrate an awareness of the ‘mechanics’ of the language and this skill is a key component of their Literature GCSE too.

In both English Language and Literature, at the end of each unit studied in Year 10 and Year 11, there will be a common assessment completed. This assessment will be completed under timed conditions during an English lesson. Although the result of each assessment will not directly affect the overall GCSE result, it will reflect pupil progress within each unit. Likewise, both the Year 10 and 11 mock exam will contain exam-based tasks. There is a ‘Speaking and Listening’ component to the Language GCSE but it is separately awarded and does not contribute to the overall Language GCSE grade.

Literature:

Paper 1: Shakespeare and the 19th Century Novel (40%)

Paper 2: Modern texts and Poetry (60%)

Set texts are chosen by the individual subject teacher and may vary across classes. The set text titles are sent out at the beginning of Year 10.

Language:

Paper 1: Explorations in creative reading and writing (50%)

Paper 2: Writers’ viewpoints and perspectives (50%)

Component 3: Speaking & Listening Test (separately endorsed 0% weighting of GCSE)

Method of Assessment:

English Language: 100% exam – externally assessed

English Literature: 100% exam – externally assessed

Exam Board: AQA

Specification: 8702 (Literature)

8700 (Language)

MATHEMATICS

As this subject is integral to so many other areas of study, as well as every aspect of life itself, all pupils continue to study Mathematics to the end of Year 11. A large cohort decide to pursue the subject to a higher level post 16 and this is enthusiastically encouraged.

In Year 10 pupils are split into two parallel halves of the year and each of these is then further divided into **four** sets. These sets allow the Mathematics Department to cater for the needs of each pupil in these two very important years. Those in the **top** sets complete their higher tier GCSE course in Year 10, moving on to Additional Mathematics in Year 11. The other sets are able to work at a steadier pace on the higher level GCSE course, so that they have every opportunity of attaining a top grade at the end of the two year course. All pupils take the GCSE exam in the Summer of Year 11. Pupils in the top sets will also take the Additional Mathematics exam in the Summer of Year 11. Pupils in Set 2 may be given the opportunity to study the AQA Level 2 Further Mathematics course in Year 11, and take the exams in the Summer of Year 11.

The Mathematics GCSE course encompasses many areas, giving a thorough grounding in numerical skills, algebra, mensuration, trigonometry, statistics and probability. There are extensive opportunities for pupils to explore around the set topics, with problem solving skills and logical thinking encouraged through the use of open ended tasks and investigations. There are also occasions when pupils make use of ICT in understanding and exploring mathematical theory.

The Additional Mathematics course allows pupils to explore further some of the intricacies of algebra, geometry, mechanics and statistics. This gives pupils an excellent opportunity to experience Mathematical studies at post 16 level.

The AQA Level 2 Certificate in Further Maths places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills. It gives high achieving pupils an introduction to topics that will help them to develop skills in Algebra, Geometry, Calculus, Matrices, Trigonometry, Functions and Graphs. If a pupil does not study Additional Mathematics or the AQA Level 2 Certificate in Further Mathematics, this does not in any way prevent him from studying Mathematics at A Level.

Method of Assessment:

GCSE Mathematics

Grades available: 4, 5, 6, 7, 8, 9

Paper 1	1½ hours non calculator (out of 80)	33⅓%
Paper 2	1½ hours with calculator (out of 80)	33⅓%
Paper 3	1½ hours with calculator (out of 80)	33⅓%

Exam Board: AQA
Specification: 8300

FSMQ Additional Mathematics

Grades available: A, B, C, D, E

1 exam 2 hours with calculator

Exam Board: OCR 6993 (FSMQ Additional Mathematics)

AQA Level 2 Further Mathematics (8360)

Grades available: A* with distinction, A*, A, B, C

Paper 1	1½ hours non-calculator (out of 70)	40%
Paper 2	2 hours with calculator (out of 105)	60%

Exam Board: AQA
Specification: 8360

MODERN LANGUAGES

A working knowledge of one or more languages, other than English, is an advantage for everyone, as a tool or support in your professional career, as a means of broadening your cultural net or as a help to get by when travelling abroad.

FRENCH

As French is the first language of many of our nearest European neighbours and widely spoken as a second language across the globe, second only to English, it is a very important qualification that can help you stand out from the crowd.

Gaining a GCSE qualification in French will greatly enhance your future choices and opportunities in terms of both further study and employment. You will instantly become more attractive to any employer and you will be more sought after by universities and further education institutes. Studying French will develop not only your linguistic skills but will help you gain many of the desired skills of the multilingual world we live and work in today. In addition, you will learn about the different cultures of French speaking countries.

The number of professional linguists may be small, but the number of journalists, computer operators, engineers and scientists with some knowledge of a foreign language, which they can use in their jobs is much greater, and a very valuable skill. Furthermore the demand for linguistic skills is continually increasing; from the financial sector to marketing and sales, language skills are a much appreciated talent.

GERMAN

Those who studied German in Year 8 and Year 9 can carry on with the subject in Years 10 and 11 and take the GCSE in two years time.

German remains an important language in the technical and scientific world and has the largest number of native speakers in the European Union. Hence, it is the language which features in the greatest number of job adverts in London, thanks to our trade with other European countries.

A week long exchange trip to Osnabrück, in Germany, usually takes place during Year 10.

SPANISH

Pupils who started studying Spanish in Year 8 can carry on with it in Years 10 and 11 if they wish to take it at GCSE level.

Spanish is the third most spoken language in the world with approximately 427 million native Spanish speakers in 24 different countries. It has also become increasingly important in certain areas of the United States.

Pupils studying Spanish at GCSE will cover a range of topics about Spanish Identity and Culture, National and International areas of Interest and Future Study and Employment. Our aim is for them to attain a level of Spanish which enables them to competently communicate with Spanish speaking people in a natural way.

We offer a week long Spanish exchange trip to Barcelona in Year 10 where the pupils will have the opportunity to stay with a family and experience the language and the culture first hand.

Method of Assessment in all Modern Languages:

Pupils take all four papers at either Foundation or Higher tier. Speaking, Listening, Writing and Reading. Each skill is worth 25%.

Exam Board: AQA
Specification: 8658 (French)
8668 (German)
8698 (Spanish)

SCIENCE

BIOLOGY

This course builds upon the biological principles established in Years 7, 8 and 9 by considering genetics, natural selection, diseases and medicine development in Year 10. Pupils then learn about animal coordination, ecosystems and plant structures in Year 11.

Method of Assessment:

Examinations of the different modules will be taken at the end of Year 11. These take the form of 1 hour 45 minute exams, consisting of a mixture of short and extended writing questions. Pupils will complete a number of core practical tasks during Biology GCSE and skills acquired from these tasks will be tested in the written examinations.

Exam Board: EDEXCEL

Specification: 1BIO

PHYSICS

Physics is taught by a combination of practical work, demonstration, discussion and numerical analysis. Physics demands and develops the ability to grasp abstract concepts and apply them to practical situations – often using Mathematics to assess their usefulness. As such the skills learnt in Physics are readily applicable to a whole range of subjects and careers from engineering, commerce, health, and research to disciplines which involve making sense of data and communicating it.

Topics include: Waves, Electricity, Forces and Motion, Nuclear Physics, Astronomy, Matter and Energy.

Method of Assessment:

Assessment will be by examinations at the end of Year 11. These papers will include questions on the practical tasks that are a compulsory part of the course.

Exam Board: EDEXCEL

Specification: 1PH0

CHEMISTRY

The GCSE Chemistry course enables pupils to:

- Develop scientific knowledge and conceptual understanding of Chemistry.
- Develop an understanding of the nature, processes and methods of Chemistry through different types of scientific enquiries that help them to answer questions about the world around them.
- Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory and in other learning environments.

- Develop their ability to evaluate claims based on Chemistry through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively

Method of Assessment:

Paper 1 1 hour 45 minutes 50 % of mark

Paper 2 1 hour 45 minutes 50 % of mark

Both papers are a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open response questions.

Exam Board: EDEXCEL

Specification: 1CH0

ART AND DESIGN (Fine Art)

Art and Design encapsulates a range of subjects that share the common ground of creativity, expression, function and composition. In simple terms this includes: the fine arts (painting, printmaking, sculpture, installation); graphic design or visual communication through print, advertising, television, logos, illustration, animation; three-dimensional design (generally product design including packaging, interior design and architecture). There are also many specialist fields including photography, public art, film and TV.

At the RGS we follow a certification called FINE ART because it reflects the experimental and expressive nature of the work of the department and allows pupils to work in a way that develops personal ideas.

ASSESSMENT

The course itself is divided into two areas for assessment:

- **Unit 1: Portfolio of Work.** This is marked out of 96 and carries 60% of the total marks and will include work done in Year 10 and 11.
- **Unit 2: Externally Set Task.** This is a project carried out over 8 weeks. It is marked out of 96 and carries 40% of the total marks.

What is meant by a 'portfolio'?

A 'portfolio' is another word for a collection of coursework. It can include work of any scale, so it does not have to fit into a designated size of folder. It can include work such as drawing and painting; large scale 3D installations; digital or lens-based work; responses to visits and workshops; experimental and developmental work as well as finished pieces; research into sources such as the work of artists, craftspeople and designers; sketch books as well as mounted work – in fact anything that reflects the breadth of the course that you have taken and any work that you have done on a personal level.

COURSE REQUIREMENTS:

1. Coursework Portfolio – 3 units of work (media studies and final pieces)
2. Sketchbooks/Journals – x 3
3. Final Examination – preparatory work and final test piece

Art and Design Course Timetable

YEAR 10

AUTUMN TERM Coursework	UNIT 1: Theme – Natural and Constructed Forms <ul style="list-style-type: none"> • Direct observational drawing • Mixed media techniques/print making • Design work for sculpture • How to use and develop a sketchbook
SPRING TERM Coursework	UNIT 2: Theme – Human Form <ul style="list-style-type: none"> • Visit to Oxford/London galleries • Project work in response to gallery visit • MAIN PROJECT
SUMMER TERM Coursework	UNIT 2: <ul style="list-style-type: none"> • MAIN PROJECT continued... • Summer DRAWING EXAMINATION

YEAR 11

AUTUMN TERM Coursework	UNIT 2: Completion UNIT 3: MOCK EXAMINATION PROJECT <ul style="list-style-type: none"> • Choice of questions • Visit to London gallery • Research/Development studies • Final piece (10 hours) in November
SPRING TERM Coursework Final Exam	UNITS 1, 2 and 3 <ul style="list-style-type: none"> • Presentation of coursework portfolio (plus any other personal work) FINAL EXAM PAPER (February) <ul style="list-style-type: none"> • Choice of questions • Research/Development studies • Final exam (10 hours) just before Easter holidays
SUMMER TERM Coursework	UNITS 1, 2 and 3 <ul style="list-style-type: none"> • Completion and presentation of coursework

% of Overall Mark

60%

40%

Exam Board: AQA
Specification: 8202

CLASSICS

LATIN

Latin is a useful foundation for English, History and Modern Languages. However, many pupils take it for its intrinsic worth and because of their enjoyment of the subject that pupils continue with this subject.

The Cambridge Latin Course continues to concentrate on both Latin language and Roman life. The focus moves to the city of Rome and the régime of the Emperor Domitian. During Year 10 original Latin literature is gradually introduced, and by the end of Year 10 the language syllabus for GCSE will have been covered. Year 11 pupils will be reading genuine works from a variety of writers such as Vergil, Cicero and Tacitus, and selections from these authors will be prepared as set texts at GCSE.

The final assessment comprises both unseen translation and comprehension, and questions on the verse and prose set texts. There is no requirement for translation from English into Latin, although there is an option to do this if a pupil wishes to do so. It should be noted, however, that while Roman life topics may be taught alongside the Latin, these do not currently form part of the exam; pupils interested in this element should consider GCSE Classical Civilisation as well as, or instead of, Latin.

Method of Assessment:

100% end of course exam.

Exam Board: OCR

Specification: J282

CLASSICAL CIVILISATION

This course is open to anyone, regardless of whether or not they have studied Classical Civilisation in Year 9; no previous knowledge of Latin or of the Classical world is required.

The course is made up of a series of topics on the social life, culture and literature of the ancient Greeks and Romans. Particular emphasis is laid upon the study and interpretation of the ancient evidence; this evidence includes both visual and written materials. No knowledge of Greek or Latin is required since all written sources are studied in translation. Pupils are encouraged to make reasoned comparisons between the ancient and modern worlds, and, where they find differences, to show understanding of and sympathy with ancient behaviour, attitudes and ways of thinking.

Among the topics currently available are: Myth and Religion, Roman City Life, The Homeric World, and War and Warfare. During study of these topics, pupils will be expected to consider physical evidence (such as archaeology and art) and written evidence (such as letters, plays, literature, and historical accounts). Thus this course has a wide scope and caters to a range of different interests.

Method of Assessment:

Component 1	Thematic Study	1½ hours, 90 marks, 50 %
Component 2	Literature and Culture	1½ hours, 90 marks, 50 %

Exam Board: OCR
Specification: J199

CLASSICS AND CAREERS

There is a widespread misconception that study of Classical subjects should be avoided because it will later limit one’s choice of careers. On the contrary, the high educational value of Classical subjects is acknowledged by universities and employers, both for their intellectual rigour and for their breadth of view. Surveys show that Classics graduates can be found working in a very wide range of jobs in business and commerce, advertising and marketing, computing and IT, politics and the civil service, the law, education, and public services such as the police. The subjects are also valued for the way in which they encourage accuracy, analytical thinking and persuasive communication of ideas.

COMPUTER SCIENCE

We have a strong tradition of teaching and delivering this qualification.

Component 01 – Computer Systems

This component is focused on computer systems covering the physical elements of computer science and the associated theory.

Component 02 – Computational Thinking, Algorithms and Programming

This component is focused on the core theory of computer science and the application of computer science principles.

Component 03 – Programming Project (20% of final assessment)

This component is the non-exam assessment where candidates will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned.

What will I study?

Component Title	Component Overview	Assessment
Computer Systems	<ul style="list-style-type: none">• Systems architecture• Memory• Storage• Wired and wireless networks• Network topologies, protocols and layers• Network security• System software• Moral, social, legal, cultural and environmental concerns	80 marks 1½ hour exam 40% of the final exam
Computational Thinking, Algorithms and Programming	<ul style="list-style-type: none">• Translators and facilities of languages• Algorithms• High- and low-level programming• Computational logic• Data representation	80 marks 1½ hour exam 40% of the final exam

Exam Board: OCR
Specification: J276

DESIGN AND TECHNOLOGY - Resistant Materials Technology

Design Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Design Technology is an ideal subject for any pupil who is considering a career in either an area of engineering, product design, architecture, or someone who simply enjoys DT while having a strong aptitude for the subject. Pupils initially begin Year 10 with a small, focused practical project aimed at developing a variety of manufacturing and design skills, while also studying the theory elements of the subject during single periods. From early June, they begin the coursework element of the course following the release of a range of context areas from which to choose provided by AQA. From 2017 onwards, there will be an element of Applied Mathematics included within the written exam worth 15% and covering elements of the KS3 and KS4 (foundation level) Mathematics syllabus.

In the event that Design Technology is oversubscribed, places will be offered only to those who have previously demonstrated a good standard of ability and effort, meeting all homework deadlines and acquiring the necessary design, practical and Computer Aided Design (CAD) skills taught over KS3.

Method of Assessment:

Written examination (2 hours): 50% of GCSE

Coursework: 50% of GCSE

(approximately 35 hours/20 page design folder and practical manufactured product)

Exam Board: AQA

Specification: 8552

GEOGRAPHY

Geography is the study of the real world and at GCSE we build on the knowledge and skills gained at KS3. Pupils will continue to develop transferable skills such as collecting information from a wide range of sources, and develop their understanding through this.

The course is examined by 3 papers:

- Paper 1 - UK Geographical Issues
- Paper 2 - Global Geographical Issues
- Paper 3 - Making Geographical Decisions

For the UK Geographical Issues paper pupils study:

- The UK's evolving physical landscape including elements of rocks and geology, glaciation, coasts and rivers
- The UK's evolving human landscape
- Geographical investigations – fieldwork on flood management and environmental quality of an urban environment

For the Global Geographical Issues paper pupils study:

- Hazardous Earth including climate change, tropical cyclones and tectonic hazards
- Development Dynamics
- Challenges of an Urbanizing World

For the “Making Geographical Decisions” paper pupils study:

- Consuming Energy Resources
- Forests under threat
- People and the Biosphere

The aim throughout is to study contemporary issues relevant to the pupils.

The style of question is similar to the Year 9 end of unit tests: starting with short, fact based or multiple-choice questions, working up to questions worth 8 or 12 marks, which require greater depth of understanding and case study knowledge.

Fieldwork will be examined within the UK Geographical Issues exam paper. We use the 2 Activity days in the summer to conduct fieldwork within High Wycombe on flood management on the River Wye and the environmental quality of the High Wycombe area.

In addition there will be a 4 day field trip, to a coastal area of North Devon, to

support the work on geology, coasts and rivers where we collect fieldwork data in an activity based context, such as longshore drift from a surf board and river flow from a canoe.

Method of Assessment

Paper 1 - UK Geographical Issues:	1 ½ hour end of course exam
Paper 2 - Global Geographical Issues:	1 ½ hour end of course exam
Paper 3 – Making Geographical Decisions:	1 ½ hour end of course exam

Exam Board: EDEXCEL B

Specification: IGB0

HISTORY

History is an extremely popular subject at the RGS, both at GCSE and at A Level. It offers the chance to acquire the crucial skills of communication, detecting bias and making sound judgements. These are particularly valued in a wide range of professions, such as politics, the law, business and personnel management, the civil service, accountancy, marketing, journalism and education. In addition History provides an important foundation for all citizens living in a democracy.

Every year the History Department offers its GCSE pupils the opportunity to take part in one of our exciting adventures! We have visited Berlin, Krakow, Istanbul, New York and Washington. This coming summer we are touring the D-Day beaches of World War Two. We also organise enriching visits closer to home, including to RAF Hendon.

The GCSE History course is very exciting and includes a selection of modules covering medieval, early modern and modern periods. This will ensure that our pupils develop into well rounded historians. Topics include Warfare and British Society, c1250–present day; Henry VIII and his ministers; Weimar and Nazi Germany; the Blitz and Superpower relations and the Cold War.

Method of Assessment

End of course examinations

Paper 1:	Thematic Study and Historic Environment	1hr 15 mins
Paper 2:	Period Study and British Depth Study	1hr 45 mins
Paper 3:	Modern Depth Study	1hr 20 mins

Exam Board: Edexcel

Specification: 1HI0

MUSIC

The syllabus for Music in the GCSE tests three main areas: Listening, Composing and Performing. As well as catering for those who are already advanced musicians, pupils who have enjoyed class music in the lower School can also be accommodated. However, anyone who takes this subject must be able to play some kind of instrument. A standard approximating to Grade V is expected by the summer of the exam year, although it is not necessary to have actually taken the exam. Therefore a standard of Grade III at the beginning of the course is the acceptable minimum.

For the composing side of the course, any style is acceptable, and recent candidates have made increasing use of modern technology to improve and present their work. A knowledge of traditional music theory is a great help to all aspects of the course, and if this is considered to be a particular weakness, extra theory lessons can be arranged on a private basis.

The Listening paper is the only written paper in the exam period, and tests a candidate's knowledge and awareness of different styles and techniques from across the centuries and across the world. Performing, Composing and any musical activity will contribute to this paper, which is why it is mandatory that candidates participate in music at School, and any participation outside School is obviously encouraged. Candidates should also and listen to as much music as they can throughout the course.

One-year Accelerated GCSE Course

If you would like your son to do a GCSE course in Music but not as part of the options scheme, the alternative is to do it after School on Wednesdays, in an accelerated one-year course. This should be only be considered **if** he is a good enough performer (Grade V standard is normally expected at the beginning of Year 10) and an able candidate as the time-frame is so short. There is a modest charge for this course (currently £11.00 a session, usually about 25 sessions overall). Please contact Mr Venvell at the School for further details.

Method of Assessment:

Composing (30%) and Performance (30%) are treated as coursework and marked internally

The Listening paper is worth 40% and marked externally.

Exam Board: EDEXCEL

Specification: 1MU0

PHYSICAL EDUCATION

GCSE Physical Education is intended for those pupils who have a genuine interest in sport and physical activity. Pupils must be playing regular School or Club sport, and/or play at least one traditional School sport to a good level.

Aims and Requirements of the Course:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- Understand how the physiological and psychological state affects performance in physical activity and sport.
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport.
- Understand the contribution which physical activity and sport makes to health and well-being.
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

Externally Examined Assessment (Theory):

Contributes 60% of total GCSE specification, and will be split into the following:

- 60% - This will consist of two written exams comprising short answer questions and extended knowledge answers. Pupils will have to demonstrate application of their knowledge to real sporting situations. Exams will be taken at the end of the two year programme of study.

Internally examined assessment (Practical):

Contributes the other 40% of total GCSE specification.

- 30% - Practical performance in 3 sports, two comprising team sports and one an individual sport or visa-versa.
- 10% - Analysis/evaluation/training program project (written).

Exam Board: AQA
Specification: 8582

RELIGIOUS STUDIES

Religious Studies has become an increasingly important area of study. The subject develops a deep understanding of two religions and also develops key skills in critical thinking and analysis. There is also an opportunity to explore current affairs in components, studying four themes.

Year 10: Component 1 - the study of two religions (50% of GCSE)

- Christianity - beliefs, teachings and key practices
- Islam – beliefs, teachings and key practices

Year 11: Component 2 - the study of four themes (50% of GCSE)

- Religion in relationships and families
- Religion in life
- Religion, peace and conflict
- Religion, crime and punishment

Method of Assessment:

Component 1 exam: 1 hour 45 minutes

Component 2 exam: 1 hour 45 minutes

Exam Board: AQA (Religious Studies A)

Specification: 8062