

# GCSE Options



Royal  
Russell

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# INTRODUCTION

The curriculum at Royal Russell School provides opportunities for all students to excel in their learning. Our GCSE results in Summer 2016 showed the excellent outcomes Royal Russell students obtain at this stage of their education – 41.2% of exam entries were awarded grades A\*-A, 93.2% awarded A\*-C. Now it is the turn of our current Year 9 students to prepare for their own programmes of study leading to GCSE. Throughout Years 7 - 9, students have experienced a wide range of subjects and lessons, and from September 2017 they will focus their curriculum time on those subjects in which they will sit GCSE or IGCSE examinations.

As well as a common core of English, Maths, Sciences and Languages, Students in Year 9 are, therefore, asked to state their preferences about which courses they wish to study in Years 10 and 11. This is an important phase in every student's education, as they begin the process of specialising in certain subject areas, which then continues at Sixth Form level and ultimately in university and employment. The aim of this booklet is to ensure that students are able to make an informed choice about the best subjects for them over the next two years.



When considering subjects, students should consider what they will be studying in those lessons, and also how this fits in with co-curricular activities. We want to ensure that students continue to develop their skills outside of the classroom whilst being mindful of not taking on too much. To that end, the progression maps on the following pages give an indication of the subjects offered, the co-curricular opportunities which sit alongside these, and how these might fit into a progression route through our Sixth Form and beyond.

We do not expect students at this stage to have a definite idea of the direction they wish to progress in their studies in our Sixth Form, and as such, our curriculum is broad and balanced. English Language and Literature, Maths, the three Sciences and a Modern Foreign Language form the seven core subjects studied at GCSE, to which students will add three more subjects of their own choice from a broad range. The main thing to consider is that students should elect to study subjects that they enjoy and believe they will be successful at.

Further guidance on making their selections for GCSE will be available at the GCSE Awareness Evening and the Year 9 Parents' Evening. Additionally, students have been giving consideration to their possible choices in their Careers lessons, and our Head of Careers, Mrs Sandra Culbert, is available for those who need specific advice and guidance about possible career routes and subject choices. The progression maps on page 5-7 of this booklet may also give some ideas about possible progression routes within subject areas, although these are by no means definitive.

Whilst this stage in a student's school career can seem daunting, it is a stepping stone towards more critical and focused decisions later on. Selecting the subjects a student will study at GCSE does entail some tough decisions, so subject teachers, House Tutors, Heads of Department and Housemasters and Housemistresses are all available to talk parents and students through this process. Ultimately, these courses will equip students with the skills and knowledge to succeed in GCSE examinations in Year 11, and will form the foundation of their further studies in our Sixth Form in Years 12 and 13. The opportunity to choose is an exciting one, and we will support our students every step of the way through this important phase of their studies.

A handwritten signature in black ink, reading 'Daniel Botting'.

**Daniel Botting**  
**Deputy Head, Academic**

# WHAT CHOICES DO STUDENTS MAKE?

## CORE SUBJECTS

All students study English (both Language and Literature), Mathematics, Science (Biology, Chemistry and Physics) and a Modern Foreign Language (MFL). These are compulsory subjects, although the exact GCSE or IGCSE course selected will vary according to students' levels of attainment. These seven subjects make up the core of our curriculum in Year 10 and 11.

Students also follow non-examined courses in Personal, Social and Health Education, Careers and Physical Education/Games.

## CHOICE OF MODERN FOREIGN LANGUAGE

Students have a choice of French, Spanish, German. German may only be selected by those who have previously studied it for at least one year. Students may choose a second language as part of their other three subjects (see below). Those students whose first language is not English will, instead, study English as an Additional Language, or the Curriculum Assistance Programme.

Students who have received Support for Learning in the past should discuss this option with their Tutor, Language Teachers and Learning Support Staff. The Curriculum Assistance Programme (see page 26) may be a more suitable option, in which case they will study nine rather than ten subjects at GCSE.

## THREE ADDITIONAL SUBJECTS

Students may then choose **three** subjects from the list below:

Art and Design	Food Technology	Media Studies
Business Studies	French	Music
Computing	Geography	Religious Studies
Design and Technology	German	Physical Education
Drama	History	Spanish

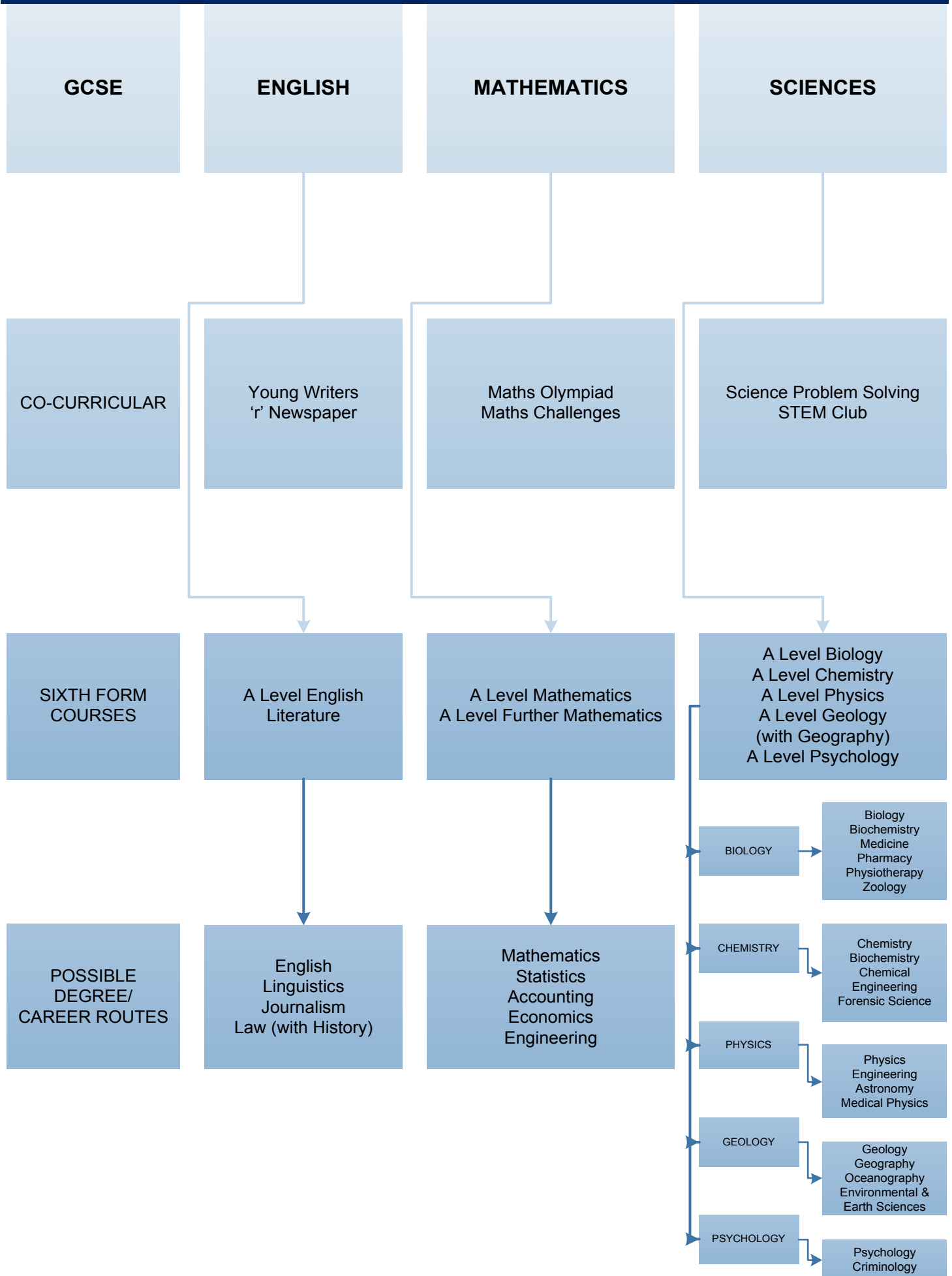
In order to have a balanced programme of study, we recommend the choice of a Humanities subject and a creative subject although this is not compulsory. Those students wishing to study two Modern Foreign Languages should select the second of these languages from this list of subjects. As above, students may decide that the Curriculum Assistance Programme may offer a better learning programme than a third subject from this section, and should select it in this section. In this case they will study nine rather than ten subjects.

## OPTIONS PROCESS

<b>December 2016</b>	Read this Options Booklet, student reports, and think about choice of subjects for study.
<b>Wednesday 11 January 2017</b>	GCSE Awareness Evening, 7:00pm
<b>Thursday 2 February 2017</b>	Parents' Evening - an opportunity to discuss options with teaching staff.
<b>Friday 10 February 2017</b>	Complete the 'Options Form' which will be sent out in February.
<b>June 2017</b>	Options groups are put together - this may require a discussion with a small number of students whose preferences cannot be easily accommodated within the timetable.
<b>September 2017</b>	Begin the study of GCSE courses for examination in summer 2019.

# CORE PROGRESSION MAP

## SOME OF THE POSSIBLE ACADEMIC PROGRESSION ROUTES FOR CORE SUBJECTS



## INTRODUCTION

Students follow a joint course in both English Language and English Literature which develops skills of reading, writing, speaking and listening and encourages wider reading and student creativity. Assessment is by coursework and external examination assessment.

All students are expected to be entered for both GCSEs although some students may be entered for English Language only. Some students whose first language is not English might not be sufficiently fluent to be successful in the GCSE examination and the English as an Additional Language (EAL) Department will offer alternative assessments that will meet university entrance requirements.

## COURSE CONTENT

### ENGLISH LANGUAGE

**2 hour 15 minute examination worth 60% of the total IGCSE:**

This course will help students:

- Develop skills to analyse how writers use linguistic and structural devices to achieve their effects
- Explore links and connections between writers' ideas and perspectives
- Develop transactional writing skills for a variety of purposes and audiences
- Use spelling, punctuation and grammar accurately.

**Coursework worth 40% of the total IGCSE:**

Students will also write a folder of coursework which will include:

- An analysis of 2 texts from an anthology of short stories and poetry.  
(Total: 30 marks, 20%)
- A piece of non-fiction or creative writing.  
(Total: 30 marks 20%)

**Spoken Language Endorsement:**

Students will also receive an 'extra', bonus qualification which is an endorsement of their ability to speak and express themselves to others in a formal, public setting. It will also test their ability to listen to others and respond perceptively.

### ENGLISH LITERATURE

**2 hour examination worth 60% of the total IGCSE:**

This course will help students:

- Develop skills to analyse unseen poetry
- Develop skills to analyse how language, form, structure and contextual factors can be used to create meanings and effects
- Develop skills to maintain a critical style and informed personal response
- Develop comparison skills.

**Coursework worth 40% of the total IGCSE:**

Students will also write a folder of coursework which will include:

- An analytical response to a modern drama. Students will study either *An Inspector Calls* or *A View from the Bridge* and write one essay of 1,000 words.  
(Total: 30 marks, 20%)
- Students will study a text from the literary heritage; this will most likely be a Shakespeare play. They will write an analytical essay response which will also consider the social, cultural and historical context of the time in which the text was written.  
(Total: 30 marks, 20%)

## BEYOND GCSE

Apart from being a crucial skill in communication, many students go on to study English Literature at A level.

This qualification is valued in all higher education institutions and will also further enthusiasm and enjoyment of the written word.





# MATHEMATICS

EDEXCEL

CORE SUBJECT

## INTRODUCTION

Mathematics is studied by all students up to GCSE level and is a subject in which our students have enjoyed considerable success over many years. We intend to follow the Edexcel 9 - 1 GCSE specification or Edexcel IGCSE specification dependent upon maths set.

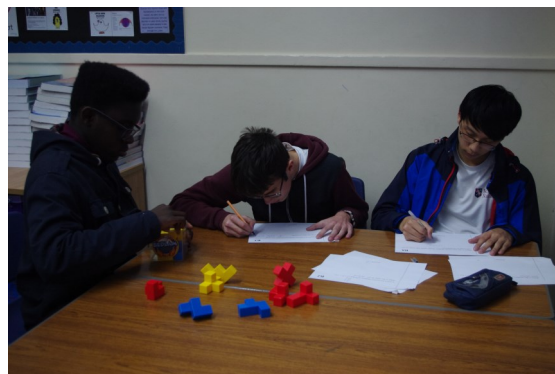
## COURSE CONTENT AND EXAMINATION INFORMATION

There are two tiers of entry in Mathematics, Higher and Foundation. From June 2018, the grading for GCSE and IGCSE Mathematics will be on a numerical scale from 1 to 9. The Higher Tier examination covers grades 4 to 9 and the Foundation Tier examination covers grades 1 to 5.

The tier of entry will be decided by the Mathematics Department so that each student is entered at the level in which s/he is most likely to obtain her/his best level of attainment. The vast majority of students at Royal Russell will sit the Higher Tier examination, however, some students may be entered for the GCSE Foundation Tier, if it is felt that they will achieve a higher grade this way.

It is worth mentioning that GCSE Mathematics from June 2017 will be significantly more demanding than previously, with an additional content when compared to previous years. The Department has been preparing students for this during the course of Years 7 to 9.

The Department has a tradition of offering a range of revision classes, including holiday courses and weekly revision support sessions in the run up to exams.



## BEYOND GCSE

A good proportion of students at Royal Russell take A level Mathematics and the School has a record of producing the highest level of results, with many students progressing to read Mathematics based degrees at Russell Group universities.

The minimum requirement to take A level Mathematics will be grade 7 at GCSE but algebraic skills need to be strong. To support this, the Department offers an A level induction morning after the GCSE exams in Year 11.

An A level in Maths is highly regarded by many employers and is a pre-requisite for a wide range of careers and degree courses, for example science, accountancy, finance and engineering.

## INTRODUCTION

At the beginning of Year 10, students follow one of two pathways.

**GCSE Double Award Science** - the standard GCSE for the number of periods of Science allocated. Students learn the important scientific principles in a straightforward way and learn about relevant scientific issues. The results of exams in the three separate sciences is combined to produce two GCSE qualifications. It may be appropriate for some students to take GCSE Single Award.

### **IGCSE Separate Sciences**

Biology, Chemistry and Physics for those who will benefit from an academic approach. The IGCSE provides the scientific rigor that will interest, challenge and prepare students for Science at A level and beyond.

The decision as to which is the most appropriate pathway is based mainly on the result of exams at the end of Year 9.

## COURSE CONTENT

### **GCSE Double Award Science (Edexcel)**

Students are taught by separate subject teachers in Biology, Chemistry and Physics. GCSE Science is covered first. The exam for GCSE Science consists of three 1 hour papers and a Controlled Assessment worth 25% of the marks. Additional Science is taught next and also has three 1 hour papers and a Controlled Assessment.

### **IGCSE Separate Sciences**

The examinations for this course will consist of two written exam papers per subject - a 2 hour paper followed by a 1 hour extension paper. There are no modules and no assessment of coursework. There will be regular internal tests to assess progress.

Students joining the School in Year 10 will need to sit a test early in the first term so that they can join the most appropriate group for them.

## BEYOND GCSE

Students can study Science A levels if they achieve a high standard in either the IGCSE separate Sciences or GCSE Double Award.





# MODERN FOREIGN LANGUAGES: FRENCH, SPANISH AND GERMAN

## EDEXCEL: FRENCH, SPANISH AND GERMAN

## CORE SUBJECT

### INTRODUCTION

By the end of Year 9, most students have been studying French, Spanish and German (for some) for three or more years. All current Year 9 students will be required to take **at least one** Modern Foreign Language to IGCSE level from French, Spanish and German or a combination of the three. The more languages a student is able to speak, the more prepared s/he is for their future prosperity and global standing.

However, the choice must be based on existing performance and a realistic view of future potential, a decision best reached in close consultation with the French, Spanish and German teachers concerned. All students in Year 9 will be assessed in three skills. This should give students a strong indication regarding their ability and an opportunity to compare their language skills.

### COURSE CONTENT FOR EDEXCEL IGCSE COURSE

UNIT	ASSESSMENT	DURATION	WEIGHTING
1	<b>Paper 1: Listening</b> (Externally assessed) 50 marks	45 minutes	25%
2	<b>Paper 2: Reading and Writing</b> (Externally assessed) 60 marks	90 minutes	50%
3	<b>Paper 3: Speaking</b> (Externally assessed) 40 marks	Maximum of 10 minutes	25%

### TOPICS AND GRAMMAR

- Home and abroad
- Education and employment
- House, home and daily routines
- The modern world and the environment
- Social activities, fitness and health.

- Present tense
- Past tense
- Future tense
- Near future tense
- Conditional tense
- Present perfect tense.



### TRIPS

Years 9 and 10 will have the opportunity to visit France following their exchange programme with a school from Montpellier and Zaragoza with the Spanish exchange. This is a great chance for the students to forge a continuous link with a foreign student and to enhance their potential for their examination. Years 9 to 11 visit the Institutes and Cinemas of the respective languages.

### BEYOND GCSE

In an increasingly globalised world, the ability to demonstrate competence in a foreign language is a valuable asset. The Department offers French, Spanish and German at A level, and many degree courses across a spectrum of subjects may include one or more foreign languages. Some universities will even request a language GCSE as an entrance requirement (eg UCL).

# ART AND DESIGN

## EDEXCEL: GCSE FINE ART AND DESIGN

## OPTION SUBJECT

### INTRODUCTION

#### Why Study Art and Design?

- To develop a visual and design awareness
- To encourage the development of visual discrimination and aesthetic judgement
- To facilitate progression to further education in this subject
- To improve general knowledge and cultural awareness.

Art and Design provides intellectual and academic experience within a predominantly practical activity. Students develop the ability to think clearly, to form opinions, to research information, to prepare thoroughly for projects and to meet deadlines. Critical, contextual and cultural elements will be a relevant part of all courses. All students will be encouraged to develop their individual strengths and interests and will be required to produce a portfolio of coursework displaying their emotional and intellectual responses to a variety of demands.

The projects are devised by the Art and Design Department and are exciting, relevant, thought provoking and

### COURSE CONTENT

ASSESSMENT	WEIGHTING
<b>Portfolio</b> A portfolio of work which must include more than one project. All work is taught in set projects with a project brief. This is underpinned by a structured, but flexible, programme of study which achieves an individual outcome. As the course progresses, and students' confidence increases, there is the expectation that each student will take an increasingly personal role in the development of his or her work.	60%
<b>Externally Set Task</b> Question papers issued from 1 January (in Year 11). Approximately eight weeks of preparation and planning followed by 10 hours of sustained study, over two days in the Art Department. Assessed by the centre and moderated by Edexcel.	40%

#### There will be:

- Educational visits to exhibitions, lectures and art centres are integral to the course
- Visits from lecturers and practitioners in Fine Art, Graphic Design/Illustration and other relevant areas will be arranged when relevant and possible
- Opportunities to enter artwork into competitions, both national and international
- Exposure to a diverse range of artists, craft workers and designers, both traditional and contemporary
- Opportunities to use a wide range of experimental and fun techniques and processes.

### BEYOND GCSE

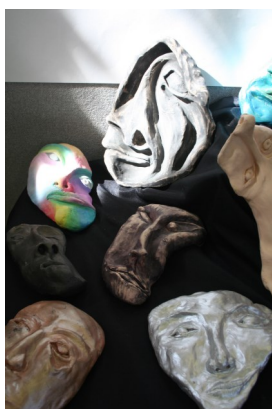
A GCSE in Art and Design is vital for further study in fine art, architecture, sculpture, fashion, photography and highly desirable for students wishing to progress to film and media courses. Studying GCSE Art and Design is more than just drawing and painting. Many careers in IT, music and technology amongst others have been developed with the help of Art and Design at GCSE.



Year 10 'Twist, Coil, Spiral' Coursework



Year 11 'Cultural Identity' Exam



Year 10 'Distorted Portrait' Coursework



Year 11 'Contemporary Portrait' Coursework



Year 11 'Contemporary Portrait' Coursework

# BUSINESS STUDIES

AQA: GCSE BUSINESS STUDIES 8132

OPTION SUBJECT

## INTRODUCTION

This is a very broad ranging subject starting with the challenges faced when a business starts and grows. The main areas include:

- The management and organisation of employees
- The processes required to produce a product and or provide a service
- The process of Marketing, including how a business can create a loyal customer base
- Basic business finance including; cash flow, income statements and statements of financial position
- How businesses are increasingly affected by the external environment.

There is extended writing in the exams so a student needs to be able to develop and justify their business decision. Also, a student will need to complete basic financial calculations so they need to be numerate.

## ASSESSMENT

The assessment is exam based with two 1 hour 45 minute exams that will be taken at the end of Year 11.

<b>PAPER 1 INFLUENCES OF OPERATIONS AND HRM ON BUSINESS ACTIVITY</b>	<b>PAPER 2 INFLUENCES OF MARKETING AND FINANCE ON BUSINESS ACTIVITY</b>
<p>The main theme is how business management and organisation is impacted by the aims of the business and the external environment it operates in.</p> <p>Also how a product and or service is provided in the most efficient way possible.</p>	<p>The main theme is how the marketing of an organisation is impacted by the aims of the business and the external environment it operates in.</p> <p>Also an understanding of how a business raises finance and basic accounts.</p>

Both papers will be assessed with a variety of multiple choice and short answer questions. Moving onto case study based data response questions.

## BEYOND GCSE

The GCSE is a very popular subject with a high percentage of students continuing their studies by taking Business or Economics at A Level. Beyond that Business and Economics degrees are amongst the most popular courses for Royal Russell students, providing a pathway for a wide variety of careers from Banking, Accounting, Marketing and Management.





## INTRODUCTION

Computing and computer technology are part of just about everything that touches our lives, from the cars we drive, to the movies we watch, to the different ways in which businesses and governments deal with us.

Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21<sup>st</sup> century. Whether you want to be a scientist, develop the latest killer application, or just know what it really means when someone says, “the computer made a mistake”, studying Computing will provide you with valuable knowledge.

This three unit course is designed to give students an in-depth understanding of how computer technology works and a look at what goes on ‘behind the scenes’. You don’t need to have studied this subject before, and assessment is based on two written exams and programming tasks.

## COURSE CONTENT

### 01 COMPUTER SYSTEMS

This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software.

These topics include:

- Systems Architecture
- Hardware
- Networks and the Internet
- System Software
- System Security.

### 02 COMPUTATIONAL THINKING AND PROGRAMMING

This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics.

### 03 PROGRAMMING PROJECT

Students will be presented with a range of assessment tasks each consisting of three sub tasks. The set tasks within the Controlled Assessment will provide opportunities for the candidates to demonstrate practical ability to use their programming skills. Students will need to create suitable algorithms which will provide the solution to a stated problem. They will then code their solutions in a suitable programming language.

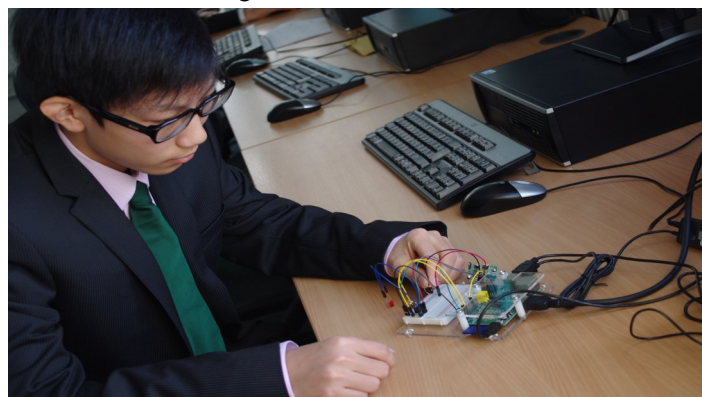
## BEYOND GCSE

If you take a GCSE in Computing, and then go on to study the subject at A level or degree level, you’ll have an advantage over fellow students who are selecting the subject at these higher levels. The increasing importance of information technologies means there’ll be a growing demand for professionals who are qualified in this field.

The course is also an excellent preparation if you want to study or work in areas that rely on the technical skills you will develop, in areas include engineering, financial and resource management, science and medicine.



Getting a taste of the Raspberry Pi



Connecting a motion sensor to a Raspberry Pi

# DESIGN AND TECHNOLOGY

## AQA: GCSE DESIGN AND TECHNOLOGY

## OPTION SUBJECT

### INTRODUCTION

Almost everything we touch and use in our everyday life has passed through the hands of a designer. From the pen we write with to the computer in our office, the chair we are sitting on, even the orange juice carton in our fridge.

Design and Technology deals with the practicalities of how everyday objects are created:

- Who are designers, what do they do?
- How is today's technology used to provide a better quality of life?
- How does the manufacturing industry operate and what is mass production?
- How can common materials, for example woods, metals and plastics, be formed into the complex products that we so often take for granted?

### COURSE CONTENT

#### MINI PROJECTS

During Year 10 of the GCSE course, students tackle a series of mini projects that will cover a broad range of skills. Students will be taught to analyse products on the market and will develop opinions on style, fashion and functionality. They develop skills in how to communicate ideas and how to design a successful product. By hands-on experience the mini projects will also teach students a wide range of practical manufacturing skills ranging from working with wood, metal and plastic through to developing skills in computer aided design (CAD) and computer aided manufacture (CAM).

#### MAJOR PROJECT

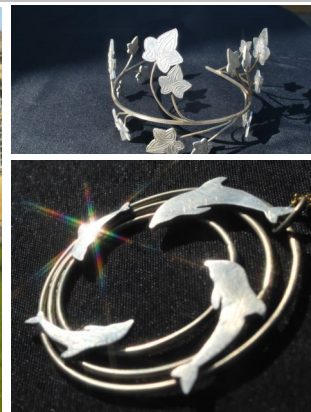
During Year 10, students will be given a theme for their major project which will account for the majority of lesson time and homework during Year 11. Within the given theme, students will be able to design an original and fully functional product that meets the needs of a target market. Past design themes have covered a broad range of situations including jewellery and fashion accessories, educational toys for the young and attracting wildlife to the garden. Each student's major project will draw on the skills learnt in Year 10 and will make up 50% of their final GCSE grade. The other 50% is a written design examination.

By the end of the course, students should have a greater consumer awareness of the material world, they should be able to recognise the needs of individuals and have the necessary skills to design and make quality products.

### BEYOND GCSE

Design and Technology is a genuinely creative subject that gives students real opportunities to apply their knowledge and understanding from a broad range of other subjects. The skills developed make it an ideal support subject to the Humanities as well as offering a practical application to the Sciences and Maths.

AS and A level Studies	Design and Technology, Art and Design, Business
Degree Level	Product Design, Graphic Design, Civil or Mechanical Engineering, Architecture, Surveying, Advertising and Marketing.



Final GCSE major project work produced by Year 11



# DRAMA

WJEC: GCSE DRAMA

OPTION SUBJECT

## INTRODUCTION

Drama is a fun and exciting subject, offering students the chance to work creatively and fully explore their imagination at the same time as developing their intellect. The nature of the subject means that team work, sharing ideas and being independent in your planning are essential skills. Skills which we seek to develop in every student through carefully structured schemes. These abilities are essential in their adult life, self-reliance, working with others and an ability to problem solve under pressure, are all part and parcel of today's world. To further expand the students' experience, we have visiting theatre companies performing in our well-equipped auditorium, as well as regular visits to London's fabulous theatre land.

Students who study Drama at a senior level are also encouraged to be involved in all aspects of the Department; watching all exam GCSE and A level pieces and offering feedback; running a team in the House Drama Competition or taking the technical lead in performance work.

## COURSE CONTENT

### YEAR 10

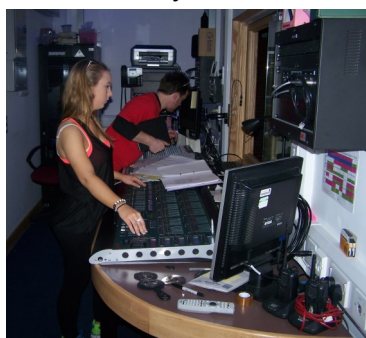
You will learn all the skills you need to create successful work in your exam pieces. We will work with a variety of texts and stimuli. These are drawn from plays, films, magazines and research and will be explored in a practical way and used to create pieces for performance. All work is in preparation for assessment in Year 11. You will have the chance to be marked as an actor, director, lighting or sound technician. You will learn what entertains an audience and how to create successful drama.

### YEAR 11

UNIT	ASSESSMENT	DURATION	WEIGHTING
1	<b>Devised Practical Performance</b> Unit 1 includes a performance of your own creation; and then this is internally moderated and externally assessed. The work should be influenced by a practitioner you have studied and the live theatre you have seen. You will complete a written document about the practical work created.		40%  20%
2	<b>Performance from a Text</b> Externally assessed. Unit 2 involves creating a piece of drama from a script. This is performed to an external examiner.		20%
3	<b>Written Examination</b> Externally assessed. Unit 3 is a written examination. You will be asked questions on a play we have studied in class, this makes up two-thirds of the exam. The final third of the exam focuses on questions related to your decisions and performance in Unit 2.	1 ½ hours	20%

## BEYOND GCSE

When you have completed your GCSE, you can continue your studies at A level; as many of our students do. You can further develop your interests at university or drama school. Our students go on to study English and Drama or undertake pure Drama, scriptwriting or many of the backstage theatre courses available. Drama skills are not dismissed by higher education institutions and a Drama A level has not prevented any student from getting the offers they need from a university of their choice.



Student performances and backstage

# ENGLISH AS AN ADDITIONAL LANGUAGE

CIE: CAMBRIDGE INTERNATIONAL EXAMINATIONS

(SPECIFIC) OPTION SUBJECT

## OVERVIEW

The aim of the English as an Additional Language Department (EAL) is to teach students English and to help them reach a level with which they can:

- Successfully follow their courses in other subjects
- Integrate fully into the life of the School
- Prepare for GCSE and IGCSE examinations.

All students receiving English as an Additional Language tuition study the grammatical and lexical systems of English and practise the skills of listening, reading, speaking and writing.

The EAL Department aims to teach the students to speak and write accurately, clearly and confidently in an appropriate style for a given context. Written work should have good structure, punctuation and spelling and should be well presented.

Students should be able to communicate accurately, effectively and appropriately in a variety of speaking and listening situations and should be able to follow both verbal and written instructions correctly.

Support is also given with specific areas of vocabulary for subjects such as Business Studies, Science and others. The EAL Department liaises closely with the other departments in order to provide this support.

In Year 11, students who do not have English as their first language are entered for the **Cambridge IGCSE in English as a Second Language** which is widely recognised and accepted as an English language qualification by British universities and colleges. The Extended module is taken at the end of Year 11 and consists of a Reading and Writing paper, a Listening and a Speaking test.

In Year 12 students who do not have English as their first language generally take IELTS as a pre-requisite to university entrance.



Presenting the news to a group



Students receive support for subject specific vocabulary



Presenting the weather in class



Students socialising in the boarding house



# FOOD TECHNOLOGY

GCSE FOOD PREPARATION AND NUTRITION (8585)

OPTION SUBJECT

## INTRODUCTION

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

## COURSE CONTENT

Food preparation skills are integrated into five core topics:

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

## CO-CURRICULAR OPPORTUNITIES

- Senior Food Club weekly to gain further experience and an opportunity to extend skills
- Excursions and school trips to provide stimulus and research opportunities
- House competitions such as 'Bake Off'.

EXTERNAL ASSESSMENT	DURATION
Written exam covering all aspects in the design specification.	1¾ hour
<b>Part A:</b> Questions based on stimulus material.	
<b>Part B:</b> Structured, short and extended response questions to assess content related to food preparation and nutrition.	
50% in the summer of Year 11.	

There are two (2) non-examination assessment tasks. 50% of the final grade.

- 1 **Food Investigation:** (15% of final mark) A written report of between 1,500 - 2,000 words which explains the findings of practical investigations. The written work will be supported by photographic evidence.
- 2 **Food Preparation:** (35% of final mark) A concise portfolio not exceeding 15 pages demonstrating with photographic evidence of planning, preparing, cooking and presenting a menu of three (3) dishes with a single period of no more than 3 hours. Analysis and evaluation of the nutritional, cost and sensory properties of the three dishes.

## BEYOND GCSE

Food Technology can lead to exciting and well-paid opportunities in the food industry. Possible careers include: dietician, food consultant, hotel management, food marketing and advertising to name but a few.

Food Technology is valuable outside the food industry; the organisational skills and knowledge gained will be of great use in all areas of further education.

Food Technologists are in great demand and there are **three well-paid job opportunities** for every student leaving university with a Food Technology degree!



Year 11s working on design ideas



Year 10s making sushi



# GEOGRAPHY

## EDEXCEL: GCSE GEOGRAPHY SPECIFICATION A

## OPTION SUBJECT

### INTRODUCTION

Geography GCSE follows the Edexcel A GCSE Geography Specification. It is a relevant subject in society today and gives an insight into understanding the interactions between people and the environment. It is widely accepted that universities see this as one of the most versatile subject providing you with a range of skills which are relevant in today's job market.

### WHO SHOULD CONSIDER GEOGRAPHY?

Geography is a subject that has links across many other subjects including Mathematics, Sciences, English and the other Humanities subjects. It is a writing based subject which also develops statistical, cartographical and graphical skills.

### COURSE CONTENT

UNIT	ASSESSMENT	DURATION	WEIGHTING
1	Changing landscapes of the UK, weather and climatic hazards and ecosystems, biodiversity and management.	1½ hours	37.5%
2	Changing cities, global development and resource management.	1½ hours	37.5%
3	Geographical investigation skills and UK challenges.	1½ hours	30%

The course requires students to attend 2 - 4 days of fieldwork to complete assignments tested in Unit 3. Currently we study the physical geography of the Dorset landscape in October of Year 10 and have an urban study (London/Brighton) planned for the beginning of Year 11.

Students also have the option to participate in the GA Worldwide Quiz team, attend lectures at the Royal Geographical Society and attend end of year Geography tours, which in the past have visited USA, Italy, Hawaii – this year the planned trip is to the Caribbean!

### BEYOND GCSE - CAREER PATHWAYS

Geography is a popular choice at A level and provides a perfect accompaniment for those students studying the Sciences, English, Maths or those wishing to have a diverse range of subjects.

Students who study Geography enjoy a range of careers including engineers, environmental management, travel, conservation, research or work in commercial organisations.



Students at the GA Worldwide Quiz



Students on the Dorset fieldtrip in October 2016

# HISTORY

## EDEXCEL: GCSE HISTORY

## OPTION SUBJECT

### INTRODUCTION

The History course is specifically designed to extend and enthuse students. They are encouraged to interpret, use and evaluate source material. Students will also develop essay writing skills and the ability to present a coherent argument in a concise historical style. Students will also learn about international relations - what led to conflicts between countries, and how these conflicts were settled.

### COURSE CONTENT

UNIT	ASSESSMENT	DURATION	WEIGHTING	MARKS
1	<b>THEMATIC STUDY AND HISTORIC ENVIRONMENT</b> <b>Crime and punishment through time, c1000–present</b> This comprises a thematic study (Crime and punishment in Britain, c1000–present) and a study of a historic environment (Whitechapel, c1870–c1900: crime, policing and the inner city).	1¼ hours	30%	52 marks
2	<b>PERIOD STUDY AND BRITISH DEPTH STUDY</b> <b>British depth study option:</b> Early Elizabethan England, 1558–88 <b>Period study option:</b> Superpower relations and the Cold War, 1941–91	1¾ hours	40%	64 marks
3	<b>MODERN DEPTH STUDY</b> Weimar and Nazi Germany, 1918–39	1 hour and 20 minutes	30%	52 marks

Examinations for Units 1, 2 and 3 are at the end of Year 11.

There will be **four** periods of History taught each week and one homework per week will be set. The aim of the homework is to reinforce and develop skills which have been introduced in the lesson and/or to prepare work for the next lesson.

### LEARNING OUTSIDE OF THE CLASSROOM - TRIPS AND VISITS

In February 2018, History GCSE students will have the opportunity to visit the historical city of Berlin. This will be pertinent to their studies of both Weimar and Nazi Germany in Unit 3 and the Cold War in Unit 2. In addition, there will be a day trip to Whitechapel in Year 11 to aid with their studies of Crime and Punishment in Unit 1. Students in Years 10 and 11 are also encouraged to join the Historical Society. We meet every half-term to debate historical issues outside of the syllabus. We also attend day conferences to listen to current historians speak about their specialised subject. Previous visits include David Starkey and Robert Service.

### BEYOND GCSE

The study of the past generates constant debate, encourages inquisitiveness and develops analytical evaluation. History is a popular A level subject and opens a wide range of future career opportunities including law, archaeology, international relations, journalism, politics and the Civil Service.



Crime and Punishment



Elizabethan England



Nazi Germany



Superpower relations and the Cold War



# MEDIA STUDIES

WJEC

OPTION SUBJECT

## INTRODUCTION

GCSE Media Studies will launch in September 2017 reflecting the huge successes of the Department at A level. The Department has a dedicated Apple Mac suite and is developing a fully functioning studio in which students will learn new technical skills to help them to express their ideas as well as new ways to analyse the media that surrounds them in their everyday lives. Our students participate in an exciting array of co-curricular activities, including Royal Russell Day and MUN TV, which equip them with the skills and experience they need to excel in the subject. Media students are creative, analytical and passionate about what they do.

## COURSE CONTENT

Over this exciting two year course, you will develop a real appreciation for the Media's powerful role in our society, culture and politics. Through exploring a wide range of texts, from advertising and magazines, to news programmes, video games and music videos, you will be able to apply skills of enquiry, critical thinking, decision making and analysis. By the end of the course, you will have used this understanding of key media theories and issues, along with your own creativity and honed practical skills, to produce your own media text. You will have become a member of the most dynamic and exciting department, with so many opportunities to demonstrate and develop your creative and critical skills in the co-curricular projects and activities. Like many of our former students, you may soon be hearing your names called in Award Ceremonies or reading them proudly in Production Credits.

## ASSESSMENT

Component 1: Exploring Media Language and Representation

Written examination: 1 hour 30 minutes

30% of qualification

Section A: Media Language and News

One stepped question based on either newspapers or radio news/current affairs programmes.

Section B: Representations

One stepped question based on one media form from a choice of two, including advertising, video games, magazines or music videos

Section C: Representation and Responses

One two-part question based on unseen print-based resource material related to any of the above texts, thinking about how a text is consumed by an audience.

Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes

40% of qualification

Four questions in total, including one extended response, based on theoretical frameworks: media language, representations, industries, audiences.

Section A – Television Genres: Crime Drama OR Sitcom

Section B – Film Marketing – Star Wars or Bond franchise

Component 3: Creating Media Products

Non-exam assessment (coursework)

30% of qualification

An individual media production for an intended audience.

## BEYOND GCSE

In 2016, 90% of our A level students achieved A\*-B and two of our recent student's films were nominated for National Awards, so students can look forward to furthering their studies at Royal Russell with confidence and anticipation. Indeed, for some students, GCSE Media may be the first step on a career in the media industries. Former students are currently enjoying exciting careers in television and advertising, having studied at the best universities for the subject in the UK.



# MUSIC

EDEXCEL: GCSE

OPTION SUBJECT

## INTRODUCTION

### Is this the right subject for me?

If you enjoy performing music in your own time and are learning an instrument, having singing lessons or enjoy creating music on computers or in a recording studio, then this is a good subject to choose. If you would like to create music of your own, then composing will give you the opportunity. If you want to broaden your knowledge of all types of music, including classical, popular and world, then this exciting course will give you an appreciation of the diversity of musical styles that exist today.

### What will I learn?

You will learn how to improve your performing skills, and through your work in composing, you will gain an insight into how music is constructed from initial ideas through to the finished product. You will also learn how 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.

Members of the Music GCSE course have opportunities to participate in musical events, both in and out of school. Each member of the GCSE Music course is expected to receive weekly instrumental lessons at Royal Russell and demonstrate good progress on their chosen instrument during the course.

## COURSE CONTENT

ASSESSMENT	DURATION	WEIGHTING
<b>Performing</b> You will need to play one solo piece and one ensemble piece.		30%
<b>Composing</b> You will need to compose two pieces, one of which is a choice from four briefs set.		30%
<b>Listening and Appraising</b> This component is assessed through a written paper with questions on your prescribed set works. The questions will relate to musical elements, musical context and musical language. There will also be one question relating to an unfamiliar work.	1½ hours	40%

### Areas of Study

- Instrumental music 1700 - 1820
- Vocal music
- Music for stage and screen
- Fusions

### Set Works By:

Bach	Schwartz
Beethoven	Williams
Purcell	Afro Celt Sound System
Queen	Esperanza Spalding



## BEYOND GCSE

A level Music encourages students to draw on their experiences at GCSE and recognise the interdependence of musical skills, knowledge and understanding and the links between the activities of performing/realising, composing and appraising whilst providing creative and practical opportunities. Music builds motivation, self-discipline, confidence and self-esteem whilst developing problem-solving skills, thinking skills and the ability to work co-operatively. It is these transferrable skills that make Music at any level such a recognised and valued qualification by employers and university admissions tutors. Music combines well with many other A level subjects both Arts and Science based.

# PHYSICAL EDUCATION

AQA: GCSE PHYSICAL EDUCATION 8582

OPTION SUBJECT

## INTRODUCTION

For those students who have enjoyed Physical Education in Years 7 – 9 and achieved a good level of competence, we offer the opportunity to study the subject as a GCSE.

The new PE GCSE seeks to build on the skills and experience gained in the lower part of the School. The course has moved closer to sports science covering new topics including sports psychology and movement analysis. The content is covered by two exams and a practical assessment.

Practical performance in different physical activities is essential to completing the course.

As the world of sport moves forward in the 21<sup>st</sup> Century, we endeavour to echo it in our teaching of the subject utilising the School's technology and strength and conditioning suite.

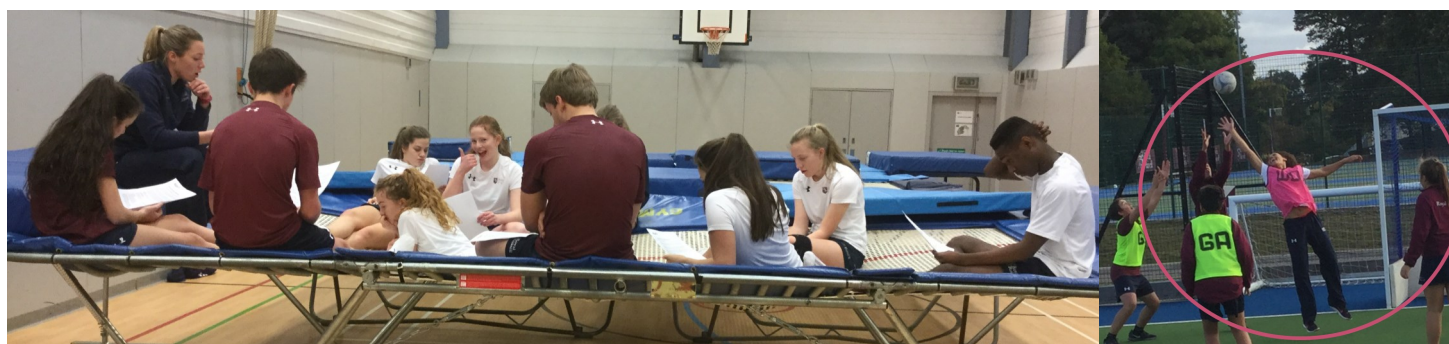
Paper 1: The human body and movement in physical activity and sport	+	Paper 2: Socio-cultural influences and well-being in physical activity and sport	+	Non-exam assessment: Practical performance in physical activity and sport
<b>What's assessed</b> <ul style="list-style-type: none"> <li>Applied anatomy and physiology</li> <li>Movement analysis</li> <li>Physical training</li> <li>Use of data</li> </ul>		<b>What's assessed</b> <ul style="list-style-type: none"> <li>Sports psychology</li> <li>Socio-cultural influences</li> <li>Health, fitness and well-being</li> <li>Use of data</li> </ul>		<b>What's assessed</b> <ul style="list-style-type: none"> <li>Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).</li> <li>Analysis and evaluation of performance to bring about improvement in one activity.</li> </ul>
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Written exam: 1 hour 15 minutes</li> <li>78 marks</li> <li>30% of GCSE</li> </ul>		<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Written exam: 1 hour 15 minutes</li> <li>78 marks</li> <li>30% of GCSE</li> </ul>		<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Assessed by teachers</li> <li>Moderated by AQA</li> <li>100 marks</li> <li>40% of GCSE</li> </ul>
<b>Questions</b> <ul style="list-style-type: none"> <li>Answer all questions.</li> <li>A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.</li> </ul>		<b>Questions</b> <ul style="list-style-type: none"> <li>Answer all questions.</li> <li>A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.</li> </ul>		<b>Questions</b> <ul style="list-style-type: none"> <li>For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).</li> <li>Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.</li> </ul>

## BEYOND GCSE

This course is the ideal start to sports science based higher and further education courses, including the Cambridge Technical Course or an A level. This GCSE also lends itself well to Biology, Media Studies, Physics and Psychology.

This course is ideal for any passionate sports person who is looking to gain a greater insight to theirs and other's performance.

For further course details, please scan the QR code below.





# RS - RELIGION, PHILOSOPHY AND ETHICS

AQA

OPTION SUBJECT

## INTRODUCTION

Students will learn how religion, philosophy and ethics form the basis of our culture, and develop valuable skills that will help prepare them for further study. Philosophy involves critical thinking and reasoning. Ethics considers morality, deciding what actions are good or right and what are bad or wrong.

The course is accessible to students of all faiths and none. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

## COURSE CONTENT

UNIT 1	UNIT 2
<p><b>The Study of Christianity and Islam: Beliefs, teachings and practices.</b></p> <p><b>Christianity:</b> Jesus Christ and salvation, Worship, Festivals and The Church.</p> <p><b>Islam:</b> Key Beliefs, Authority, Worship, Duties and Festivals.</p>	<p><b>Four Religious, Philosophical and Ethical Themes</b></p> <p><b>Relationships and Families:</b> Sex, marriage and divorce; Families and gender equality.</p> <p><b>Religion and Life:</b> The origins and value of the universe, including animal experimentation, and of human life, including abortion and euthanasia.</p> <p><b>Existence of God and Revelation:</b> Arguments for and against the existence of God; the nature of the divine and revelation.</p> <p><b>Religion, Peace and Conflict:</b> Religion, violence, terrorism, war and weapons of mass destruction.</p>

## ASSESSMENTS

At the end of Year 11, there are two written exams (1 hour 45 minutes each) – one exam on each Unit. Each exam will have four five-part questions of 1, 2, 4, 5 and 12 marks: two questions on each religion (Unit 1 exam) and one question on each theme (Unit 2 exam). This course has no coursework or controlled assessment. Preparation: Years 8 and 9 Theology and Philosophy include study of Christianity and Islam. Year 9 also considers some of the GCSE themes.

## BEYOND GCSE

This subject lays a good foundation for further study of Religious Studies at A level and complements other related A level subjects including History, Politics, and English Literature. It helps develop skills of logical reasoning and analytical writing.



# CAREERS EDUCATION

In addition to providing an overview of the range of careers and courses available to young people, the Careers Department offers support and guidance to students selecting their GCSE, AS and A level options in order to maximise their future opportunities.

Careers is taught as a curriculum subject in Years 10 and 12, and is an integral part of the PSHE and Study Skills programme in Years 9 and 11. The Head of Careers is a member of the Career Development Institute.

The curriculum is divided into three strands:

<b>Career Exploration</b>	<p>Students will learn how to research effectively and identify appropriate university courses that will lead to the career of their choice. They will identify which additional activities, work experience, reading material and test preparation is required, as well as an understanding of the job application process.</p> <p>Students will gain a better understanding of the wide range of opportunities available to them and keep up-to-date with employment trends.</p> <p>During the Careers Project and presentation task in Year 10, students are able to demonstrate their aspiration for a particular career and the goals they have set themselves in order to achieve this.</p>
<b>Self-Development</b>	<p>We empower young people to plan and manage their own careers, identifying their strengths and weaknesses and recognise the skills and qualifications they will need to develop. We encourage students to raise their aspirations and provide regular support and guidance.</p>
<b>Career Management</b>	<p>We ensure that students are prepared for their A level choices and have a development plan in place for the future. This includes choosing appropriate subjects and planning work experience. Assessments are set in Years 10 and 12 to support their decision making process.</p>

The Careers Library offers a wealth of resources from university prospectuses and degree subject guides to colourful, tactile careers brochures and networked computers with careers programmes. The Library is open from 8:30am until 5:30pm every day and all students, parents and staff are welcome to utilise the available materials.





## CURRICULUM ASSISTANCE PROGRAMME

The Curriculum Assistance Programme (CAP) will be provided within the timetabled curriculum at Key Stage 4. Students can opt for a reduced curriculum either by withdrawing from a particular subject area or a GCSE option block. Later admissions, after Year 10 has begun, will be considered by the CAP Panel and follow the CAP entry requirements procedure of teacher/tutor/parent/student request and consultation. If the CAP panel subsequently decide that the need for CAP is genuine, discreet provision for belated entry to the Programme may be obtained.

CAP will occur in small groups, perhaps of mixed year groups, where the teacher will provide suitable differentiated activities/tasks to support their learning in the targeted subject areas.

Initial activities in the first few weeks cover:

- Student self-assessment of strengths and weaknesses by subject and by skills
- Know your current learning mind-set (and how to change it if you need to)
- Know your preferred learning style(s) (and how to develop others).

Other activities will aim to:

- Consolidate and increase subject specific knowledge and understanding
- Develop appropriate generic and subject specific skills
- Improve literacy and numeracy
- Encourage the regular use of study skills and time management
- Develop the use of independent research skills
- Construct realistic revision timetables and manage the revision workload for exam classes
- Develop better exam techniques
- Support students in the completion of homework and coursework
- Build confidence and self-esteem.

Time is increasingly provided for students to complete assignments in their main curriculum subjects with the CAP teacher present and available to offer any assistance required.

The CAP teacher will continue to monitor progress, liaise with subject staff and feedback to parents and students throughout the academic year.



## HIGH ACHIEVERS

At Royal Russell School we aim to stretch and challenge our students in all subjects and in all lessons. This is achieved in a number of ways, for example, through the nature of the tasks we set, the quality of questioning, and the types of extension work available.

In some subjects at GCSE we group by ability: for instance, in Mathematics, Science and Modern Foreign Languages. Students in the top set in Years 10 and 11 also take part in the UK Maths Challenge competitions. Budding young scientists enter The Problem Solving Challenge each year and National Science Week sees a plethora of scientific activity. The Library hosts a range of events: talks (the American elections, National Poetry Day) and celebrations (St George's Day/Shakespeare's birthday and Chinese New Year).

There is also a wide range of co-curricular activities at the School and we strongly encourage our students to get involved with those in which they show particular interest and talent. Model United Nations, for example, encourages the development of public speaking, critical thinking and communication skills, and the Combined Cadet Force develops leadership skills. Opportunities exist to sample new foreign languages like Italian, Russian and Japanese. If media and performance appeal, then it is possible to undertake editorial work on the School Newspaper, produce films with Media Studies, coach juniors in sport, stage manage and direct in Drama, and perform in a wide variety of musical events.

We offer high achieving students in Year 10 'Philosophy for Schools' seminars to develop their thinking skills, and we invite them to listen to visiting speakers at our Sixth Form lectures on topics of relevance and interest.

The Housemasters/mistresses and the Head of Sixth Form carefully monitor the performance of high achieving students at the School to ensure that they have the best opportunities to achieve the university place of their choice. Oxbridge seminars are offered to our highest achieving students in Year 12.

## SUPPORT FOR LEARNING

### INTRODUCTION

The Learning Support Department aims to assist those students who require additional support in order to reach their maximum potential. The Learning Support Department also supports parents and subject teachers with additional guidance and strategies when required. The Head of Learning Support is qualified in the fields of dyslexia and speech, language and communication impairment and is supported by a number of subject specialists in Maths and English who provide Learning Support in their particular field of expertise.

In Year 10, all students attend a half-day study skills course from the 'Elevate' organisation. This is followed up with an internally run session on revision skills and target setting. In Year 11, students have further lessons on exam preparation as part of the weekly PSHE/Careers lesson provision. We also invite the 'Maximise' organisation to run a half-day revision course for targeted students in January of Year 11 following trial exams.

### OBJECTIVES

The objectives of the Learning Support Department are to:

- Improve literacy and numeracy; to support coursework and organisation
- Build student confidence and self-esteem
- Ensure that special arrangements are made for examinations where appropriate
- Liaise with parents, teachers and other education and health professionals.

### REFERRAL

Learning Support is offered to students who are referred to the Department by parents or staff, or who have been identified by screening tests on admission. Students are taught for one or two periods a week and the support is targeted towards a pupil's specific difficulties. Sixth Formers generally do not need individual Learning Support, but a watchful eye is kept on progress.

### FACILITIES

The Learning Support Department has a number of designated rooms, with the use of computer facilities and up-to-date assessment and intervention materials. Students are offered and encouraged to attend Typing Club, which takes place after school and helps students to improve their touch typing skills.

