

 RYDAL PENRHOS SCHOOL

GCSE CURRICULUM BOOKLET
ACADEMIC YEAR 2021/22



The latest version of this booklet is available in electronic form on our website at:
<http://www.rydalpenrhos.com/Curriculum>

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The GCSE years (Years 10 & 11)

Thank you for taking an interest in the GCSE curriculum for Years 10 & 11 at Rydal Penrhos. This booklet sets out the various courses that are on offer. It contains a great deal of information and I recommend that you spend time considering all the options available to you.

Rydal Penrhos School provides a splendid GCSE programme, with breadth of choice and an ability to cater for pupils of all abilities.

With a commitment to academic excellence at its heart, the Rydal Penrhos curriculum also delivers a vibrant and inspiring co-curricular programme. We consistently demonstrate excellent 'value-added', that is results above those that might have been expected from our GCSE pupils. Furthermore, Rydal Penrhos offers a pastoral support structure that nurtures and encourages all pupils in every area of their school lives.

Good luck with your decision-making, and please do not hesitate to contact either me or your child's form tutor if there are any questions.

Rhian Williams
Director of Studies
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Learning Support (LS)

Pupils requiring Learning Support will normally have been identified, and may already be receiving support, before starting on their GCSE.

Where pupils have not previously been identified, or are later identified through screening procedures, a full Educational Psychologist assessment can be arranged and we will recommend an Educational Psychologist who charges a competitive fee. Parents may choose to use an external Educational Psychologist, but a useful report should include considerable liaison with the School. In order to receive extra time in examinations, or other access arrangements from Examination Boards, pupils with Additional Learning Needs will require a full assessment, and must be able to provide evidence of continued support by the school.

Rydal Penrhos is committed to providing an appropriate and high quality education to all of our pupils. We believe that all children, including those who are identified as having additional learning needs, have a common entitlement to a broad and balanced academic and social curriculum which is accessible to all of them, and to be fully included in all aspects of school life.

If a literacy or numeracy need has been identified prior to joining, or is perceived during their school life, pupils are usually offered Learning Support instead of a modern foreign language option. In this way pupils will encounter a reduced curriculum and will benefit from small group support where common themes of difficulty can be addressed.

The Learning Support Department's decisions regarding the allocation and timing of support lessons are based on a number of factors which include the needs of the individual pupil alongside the wishes of the parent and pupil, as well as the views of relevant Heads of Departments and subject teachers.

Careers

Careers guidance is offered from the outset through the PSHE programme.

Work Experience is an important part of the process and we will encourage pupils to seek out opportunities. Our expectation is that all pupils will have enjoyed some form of work experience before they begin their Upper Sixth year and, for many, the process of university applications.

The Sixth Form Information Evening, 'Into the Sixth', provides an opportunity for parents to appreciate the decision-making process prior to undertaking a Sixth Form curriculum at Rydal Penrhos; the A Level curriculum will be introduced and Heads of Department for each Sixth Form academic subject are available to discuss suitability of courses.

Personal, Social and Health Education (PSHE)

Co-ordinated by the Head of PSHE, Mrs Mary Richardson, this programme is delivered primarily in a weekly lesson by a combination of specialist staff. PSHE in Years 10 and 11 helps pupils to lead confident, healthy and responsible lives as individuals and members of society. Through a range of activities across and beyond the curriculum, pupils gain practical knowledge and the skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. PSHE gives pupils opportunities to reflect on their experiences and on how they are developing; it helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops pupils' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.



Co-Curricular

GAMES

Rydal Penrhos has a tradition of sporting excellence which current pupils respect and aspire to extend. Major team sports – rugby, hockey, netball and cricket – continue to provide local, regional and national recognition with many pupils achieving representative honours. Pupils achieve recognition for themselves and the School in individual sports such as tennis, swimming and athletics, at a regional as well as national level. In keeping with our position on the North Wales coast, we set great store by our success in sailing, with many pupils representing the country and some achieving international acclaim. These opportunities are built on school team representation and opportunities for extended experiences at weekends or during holidays through expeditions and tours.

The main school games are:

Autumn term - Rugby for boys, Hockey for girls;

Spring term - Hockey and Sevens Rugby for boys, Netball for girls;

Summer term - Cricket for boys and Tennis for girls.

In addition to the main games, the following sports offer inter-school fixtures: athletics, fives, cross-country running, golf, sailing, skiing, squash and swimming. Rydal Penrhos also offers many opportunities to take part in recreational sport.

MUSIC

There is an eclectic mix of musical opportunities at Rydal Penrhos. As well as the orchestra, choirs, various ensembles and bands, many pupils have individual instrumental lessons.

DRAMA

Drama is to the fore at Rydal Penrhos. An excellent annual dramatic production is put on each Spring term, this alternating between a play and a musical, and there are numerous other smaller pieces staged throughout the year, including the inter-house drama competition in the Autumn term.

DUKE OF EDINBURGH AWARD SCHEME

The DoE scheme is taught and many pupils undertake Bronze, Silver and ultimately Gold expedition work.

OTHER ACTIVITIES

Rydal Penrhos offers a wide range of co-curricular opportunities; from chess and drama clubs through to Hut Camps in Snowdonia at weekends. Our aim is to offer something for everyone.

A community-based project sees some of our senior pupils biennially visiting Uganda to support a development programme.



The Academic Curriculum

In Years 10 and 11, most pupils will follow the two-year GCSE curriculum.

The GCSE programme at Rydal Penrhos is broken down in to two parts: core and options. The core curriculum is compulsory (except for Learning Support and English as a Foreign Language exemptions).

CORE

English	Religion and Life/Philosophy
Mathematics	PSHE
Science	Games

OPTIONS

Art	History
Business Studies	Food and Nutrition (F&N)
Design & Technology (DT)	Learning Support (LS)
Drama	Music
French	Physical Education (PE)
Geography	Religious Studies (RS)
Spanish	

Full details of GCSE/IGCSE courses can be found in this booklet.

All pupils would normally expect to sit at least eight GCSE examinations: English Language, Mathematics, Science Dual Award and four optional subjects. Higher English sets additionally sit English Literature. More able scientists can, after recommendation, choose to sit separate science GCSEs in Biology, Chemistry and Physics (Triple Award). Occasionally pupils are entered into GCSE examinations before Year 11 and may then study additional external qualifications alongside their GCSEs.

Pupils receiving teaching from the Learning Support Department may experience a reduced GCSE programme. Some GCSEs contain a mixture of supervised course work or practical work with a terminal paper. Attendance in school throughout each entire term is, therefore, essential. A diary of key dates is published annually by the Head of Key Stage.

Most subjects in Year 10 and Year 11 are taught as mixed ability and mixed gender classes, with the exception of English, Maths and Science, which are set depending on ability.

As part of the extra curriculum, it may be possible to study Welsh, with GCSE examination entry possible if sufficient progress is made.



The Timetable

The curriculum is delivered through thirty lessons, each lesson lasting 50 minutes, in a five day teaching week.

Lesson allocations are as follows:

English 4 periods per week

Mathematics 4

Science 7

Religion and Life/PSHE 1

Games 2

Options 3 each

All GCSE pupils also enjoy at least one afternoon of Games or Outdoor Education and one Tutor group meeting every week.

How and when choices are made

Careers guidance is offered from the outset through the PSHE programme. Year 9 pupils will be encouraged to consider how to determine choices of subjects at GCSE. The careers programme includes an introduction to Unifrog IT in Year 10 and 11.

Subject choices are confirmed by May half term. Courses will not run if numbers are too low to make it practical, and late choosers may find that classes are full; occasionally it may be necessary to utilise a reserve choice. Changes in subject choices can occur throughout the summer term, as long as the choices are possible within the option blocks. Timetables will be available on the first day of the Autumn term; until October half term, it is possible for pupils to change their option choices with prior written agreement from parents, tutor and Head of Key Stage. Changes are subject to the combinations available in the option blocks. There are rarely examples of pupils moving to a new option after October half term, as the loss of significant teaching time puts the pupil at a disadvantage.

Admission to the Sixth Form

Pupils wishing to study in the Sixth Form at Rydal Penrhos are currently expected to achieve a minimum of 5 GCSE passes in the grade bands 4-9 or A* - C.

It is an expectation that all pupils intending to study an A-level academic discipline should have achieved at least a grade 6 or B or equivalent in that subject, where applicable. Some departments also have minimum entry criteria, which are set out in the 'Sixth Form Curriculum Booklet'; these are based on experience of the minimum level of attainment needed to ensure success in the Sixth Form.



ART & DESIGN

Mr Mark Sherrington

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Are you interested in Art and Design? Do you enjoy any of the following: drawing, painting, printmaking, three dimensional studies, graphic design, textiles or photography? If you do, then the Art and Design GCSE is for you.

The Art and Design GCSE is a two-year course leading to the final assessment of your coursework by means of an exhibition and an exam which is set by the awarding body.

The first three terms will involve a number of projects that aim to extend your observational skills and ability to develop ideas and designs which can be carried out in a variety of media. Towards the end of Year 10 you will be encouraged to develop your own subject matter and the specific range of skills that will form the basis of your final exhibition. During Year 11 you will be encouraged to work on a project of your own choice in agreement with the teacher, developing it from conception to a final piece.

You will be expected to relate your work to the work of other Artists in written and other ways. This is done in your sketchbook next to your own work, so that the links can be clearly seen. We will visit a gallery, and we sometimes get practising Artists in so that you have the chance to experience Artwork first hand.

The exam board set the themes for the exam in the final year and your teacher is able to guide and help in your choice or way of working.

Art and Design portfolio Controlled assessment 60%

Produce a portfolio of work developed from personal and/or centre-determined starting points, briefs - under controlled assessment conditions.

Art and Design set task Unlimited preparation period 40%

Formulate a personal response to one question, chosen from an early-release question paper.

This all sounds complicated but do not worry; the most important thing to remember is that, if you are interested in art and have a reasonable level of ability combined with the motivation to do well, then you will improve considerably as you progress through the course. You will discover new techniques and methods of working in terms of subject matter and approach. Art is not to be looked at as an 'easy' course, for it is hard work; the grade you get will depend on the amount of work you put in.

GCSE is a supportive and nurturing environment in which the teacher encourages your interests and skills. Recently, students have been developing ideas on the computer, with clay, photography, printmaking and batik, to mention but a few!

The most recent research suggests that that we cannot train our young people for the jobs of the future because technology is moving so quickly that we do not know what those jobs will be. But we can teach them to be creative to tackle that job and world of the future. Come and be creative!

Examination Board: OCR



BUSINESS

Mr Paul Sanders

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Business GCSE represents the first opportunity for pupils to enter the world of business, a world that is vital to both our domestic and global economies. It is important to our everyday lives as citizens, **and** it may open a totally new avenue for pupils in their future careers.

Like other reformed GCSEs this accredited qualification from OCR awards grades from 9 to 1; we have been teaching the previous OCR specifications for many years and are confident that this specification covers all key business theory and tests pupils in a fair manner that means that pupils are awarded the grade they deserve. There are no significant changes to the content and the theories that we will deliver, and external examinations cover 100% of marks awarded.

This qualification equips learners with the skills and confidence to explore how different business situations affect business decisions; it is a well-rounded introduction to the subject. The qualification will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways, as well as develop life skills that enable them to become financially and commercially aware.

Aims and learning outcomes

Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society:

- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data.

Skills that Business students will be able to show:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem-solving and decision making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data, including its selection, interpretation, analysis and evaluation and the application of appropriate quantitative skills.

Candidates may be asked to adopt the role of an owner, a director, a manager, a trade union official, a customer or even a member of the government, and are then confronted with a series of problems which they are required to solve. Understanding of Business and Economics concepts are built up steadily over a period of time with the result that, ultimately, candidates are in a position to discuss issues in a way which reflects their appreciation of the interrelated aspects of the business world.



The real life nature of the subject, and the fact that it is current, makes it dynamic, interesting and enjoyable for pupils, as they can relate quite easily to the topics studied, as well as feeling able to make worthwhile contributions. The study of Marketing and the use of the internet also creates vitality and relevance, as pupils are given an opportunity to extend their knowledge and to test their own understanding through a series of simulations and real case studies.

The syllabus involves study of the vast majority of concepts used by business people, whether it be the managing director of a large multinational such as Shell, or a sole-trader based in Colwyn Bay. The topics below are a snapshot of the major areas of the syllabus:

- Marketing
- People at Work
- Accounting
- Government and Business
- Legal Issues
- Environmental Issues
- Finance
- Manufacturing
- IT and Communication
- Economic change – EU, Euro, Employment, Inflation
- International trade
- Technology

Assessment

CONTENT OVERVIEW	ASSESSMENT OVERVIEW	
<ul style="list-style-type: none"> • Business Activity • Marketing • People 	<p>Business 1: business activity, marketing and people (01) 80 Marks 1 Hour 30 Minutes</p>	<p>50% of total GCSE</p>
<ul style="list-style-type: none"> • Operations • Finance • Influences on business • The interdependent nature of business 	<p>Business 2: operations, finance and influences on business (02) 80 Marks 1 Hour 30 Minutes</p>	<p>50% of total GCSE</p>

Further details on the course, full syllabus and past papers can be found on the Examination Board website

<http://www.ocr.org.uk/qualifications/gcse-business-j204-from-2017/>

Examination Board: OCR



DESIGN TECHNOLOGY (DT)

Mr Phil Sutton

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“Design and Technology is a phenomenally important subject. Logical, creative and practical, it’s the only opportunity students have to apply what they learn in Maths and Science” - Sir James Dyson

Design and Technology (DT) is an inspiring, rigorous and practical subject which prepares all young people to live and work in the designed and made world. It creates problem-solvers who choose to think creatively when solving problems, rather than just relying on existing solutions.

The GCSE DT course is designed to develop problem solving skills and creativity. The aim of the course is to encourage candidates to question why and how problems exist and how they can be solved.

The skills learnt will mean that candidates can communicate their ideas effectively in a number of ways including Computer Aided Design, sketching and report writing; they will also demonstrate their planning and manufacturing skills by making the final product they have designed.

Throughout the course pupils will research and investigate problems and design innovative solutions to those problems. They will select and use a variety of materials including wood, metal, plastic, smart materials and electronic components, amongst others, to manufacture their solutions. Candidates will learn how to approach a problem in a variety of ways, taking into account a wide variety of factors such as environmental impact, aesthetics, ergonomics and material properties.

The first year of the course will develop a wide range of skills, both practical and graphical, using specific design problems to encourage problem solving, which will ultimately involve completing a number of mini projects.

In the second year students will start Unit 2, which is a Non-Examined Assessment (NEA). Initially they will carry out an analysis of a context given to them by the examination board, write a specification, generate a range of ideas, develop a solution and produce the details of the final solution in the form of working drawings using a sophisticated CAD system. The student will eventually plan out the making process, carry out the making and evaluate the final product.

The final part of the examination will be assessed through the sitting of one two-hour examination.

Outline of the course

Unit 1: Written Paper (50%). Written Paper (2 Hours).

Unit 2: Design and Make Task (50%). NEA.



Examination Board: WJEC

DRAMA & THEATRE STUDIES

Mrs Rachel Jones
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Why choose GCSE Drama?

- You'll develop a wide range of skills.
- You'll gain confidence and have fun.
- You'll learn to work within a team and balance a range of ideas.
- You'll have a mix of practical and written work unlike any other subject.

How will GCSE Drama help me in the future?

The World Economic Forum's Future of Jobs Report predicts creativity, innovation and ideation will be key skills for the workforce of the future. These so-called soft skills, which sit alongside analytical thinking and problem-solving, will replace manual tasks that become automated. When business leaders across the world were surveyed, they voted Creativity as the most important workplace capability to help their businesses survive and grow. This means that the study of creative subjects, like Drama, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions! At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

What skills will I develop?

You will have the opportunity learn and develop a range of transferable skills and practise applying these to new situations. These include analytical, problem-solving, organisation and time management skills. You will also be able work collaboratively to generate, develop and communicate ideas, all of which will develop your emotional intelligence. Your practical skills will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and strong presentation skills. Your written skills, both analytical and creative, as well as your ability to self-reflect, will be developed through a range of tasks. Studying drama will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too. Through studying drama, you will be equipped with the skills to succeed in your next steps.



What does GCSE Drama involve?

The GCSE Drama specification is designed to give you a broad and balanced experience of Drama. You will be given the opportunity to develop not only your performance skills but also your design skills in areas such as:

- Lighting design
- Sound design
- Set design
- Costume, Hair and Make-Up Design

You will collaborate in devising your own piece of theatre and perform in a performance from a text. You can choose to concentrate on acting or design. You will explore a range of texts and view a variety of live theatre productions. The WJEC GCSE Drama specification has three units: Devising Theatre, Performing Theatre, and Interpreting Theatre.

Unit 1: Devising Theatre 40%

You will participate in the creation, development and performance of a piece of devised theatre. You will produce:

- A portfolio of supporting evidence based on the rehearsal process
- A performance lasting between 5-16 minutes (depending on the number of actors in your group)
- An evaluation of the final performance or design

Teacher assessed, and externally moderated

Unit 2: Performing Theatre 20%

You will study two extracts from the same text chosen by you or your teacher. You can choose to be assessed on acting or design. You will produce:

- A performance lasting between 5-14 minutes using sections of text from both extracts.

Externally assessed by a visiting examiner

Unit 3: Interpreting Theatre 40%

Written examination: 1 hour 30 minutes You will answer:

- Section A: Set Text - A series of questions based on the set text that you have studied.
- Section B: Live Theatre Review – One question from a choice of two, analysing and evaluating a given aspect of a live theatre production seen during the course

Externally assessed examination

What could I do next?

The possibilities are endless. Drama will enable you to demonstrate many skills which employers, colleges and universities will be looking for. It can also give you opportunities to travel, meet people and get the most out of life. Some students go on to study Drama in some of the most recognised Drama colleges and conservatoires in Britain such as RADA, Guildhall School of Music and Drama, Royal Welsh College of Music and Drama, and the Royal Central School of Speech and Drama. Many also choose to study Drama as degree courses in Universities. A number of students forge successful careers as actors, directors, lighting or sound designers, costume, hair and make-up designers or stage designers. There are many other career paths within the industry including Stage Managers, Press and PR Managers and Producers. Others go on to various Universities (including Russell Group) to read a diverse range of subjects and work within an extremely broad range of careers including teaching, law, publishing, politics, translation, science, occupational therapy, journalism.

Examination Board: WJEC



ENGINEERING LEVEL 2

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Engineers can have a major impact on industry and society. This achievement has improved the quality of everyday life, from the buildings we live and work in, to the transport we use to get around and to how we enjoy our leisure time. Problem-solving is critical to working in engineering. Finding solutions to problems to ensure that a product is fit for purpose involves:

- learning about materials;
- design processes;
- engineering processes;
- safe use of tools and equipment;
- the mathematics that engineers use.

This course provides learners with a broad introduction to the engineering sector and the types of career opportunities available. The qualification is built from 3 discrete units:

- a design focussed activity in which you analyse an existing product (e.g a phone dock) and use your findings to design your own product utilising CAD;
- a manufacturing activity in which you are given drawings and have to plan and make a product (e.g a desk lamp) using workshop machinery;
- a 90-minute exam which includes material and manufacturing knowledge, as well as basic mathematics and reading engineering drawings.



The qualifications have been devised around the concept of a ‘plan, do, review’ approach to learning in which learners are introduced to a context for learning, and shown how to review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors engineering production and design processes and also provides for learning in a range of contexts, thus enabling pupils to apply and extend their understanding.

Outline of the course

WJEC Level 1/2 Award in Engineering			
Unit number	Unit title	Assessment	GLH
1	Engineering design	Internal	30
2	Producing engineering products	Internal	60
3	Solving engineering problems	External	30

Examination Board: WJEC

ENGLISH LANGUAGE & ENGLISH LITERATURE



Most pupils will work towards two separate qualifications: English and English Literature. Although the department encourages all pupils to enter for both examinations, for some, the extra demands of English Literature may prove too onerous. In all circumstances, the LLC Faculty will advise pupils and parents.

ENGLISH LANGUAGE

This GCSE specification in English Language encourages learners to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. They develop their ability to use English as active and informed citizens and be able to speak, listen, read and write fluently, appropriately, effectively and critically – for a wide range of personal, functional and social purposes. Candidates are expected to respond to a wide range of written texts.

Unit 1: Non-Examination Assessment Oracy 20%

Task 1 (10%) – Individual Researched Presentation

One individual, researched presentation, which may include responses to questions and feedback, based on WJEC set themes. Candidates are expected to participate in an individual oral activity by presenting information on any aspect or aspects relating to one of the following themes: 1. Wales 2. Leisure 3. The World of Work 4. The World of Science/Technology 5. Citizenship.

Task 2 (10%) – Responding and Interacting

One group discussion to written and/or visual stimuli provided by WJEC to initiate the discussion. Candidates are expected to show that they can participate in oral activities with others in order to express and corroborate an opinion.

Unit 2: External Assessment Reading and Writing: Description, Narration and Exposition 40%

Section A (20%) – Reading: In this section, candidates will be tested on their understanding of at least one description, one narration and one exposition text with a thematic link, assessed through a range of structured questions.

Section B (20%) – Writing: In this section, candidates will complete one writing task from a choice of two that could be either description, narration or exposition. This section will also include one proofreading task focusing on writing accurately. Half of the marks for this section will be awarded for communication and organisation and the other half for writing accurately.

Unit 3: External Assessment Reading and Writing: Argumentation, Persuasion and Instructional 40%

Section A (20%) – Reading: In this section, candidates will be tested on their understanding of at least one argumentation, one persuasion and one instructional text with a thematic link, including continuous and non-continuous texts, assessed through a range of structured questions.

Section B (20%) – Writing: This section will test candidates' writing through one compulsory argumentation writing task and one compulsory persuasion writing task. Half of the marks for this section will be awarded for communication and organisation and the other half for writing accurately.

Examination Board: WJEC

ENGLISH LITERATURE



This GCSE specification in English Literature encourages learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. It extends learners' interest in, and enthusiasm for, literature as they develop an understanding of the ways in which literature is rich and influential.

Unit 1: Prose & Poetry: External Assessment 35% (January)

Section A 21% (INDIVIDUAL TEXTS IN CONTEXT) Prose (different cultures) and poetry (contemporary) requires study of a prose text from a different culture. It will require candidates to answer two questions on the chosen prose text.

The first question (part (a)) will require close reading of an extract.

The second question will offer a choice of tasks (parts (b) and (c)) relating to the text as a whole. Candidates are not permitted to take copies of the set texts into the examination.

Section B 14% (COMPARATIVE STUDY) will consist of a question which asks candidates to explore, respond to, and compare two contemporary unseen poems.

Unit 2: Contemporary Drama & Literary Heritage Prose: External Assessment 40% (June)

This paper requires study of a contemporary drama text and a prose text from the English/Welsh/Irish literary heritage. It will require candidates to answer two questions on each text. In each case the first question (part (i)) will require close reading of an extract.

The second question will offer a choice of tasks (parts (ii) and (iii)) relating to the text as a whole

NON-EXAMINATION ASSESSMENT 25%

Section A: Shakespeare

Assessment will be based on a thematic essay question on a Shakespeare play. Candidates will be required to study a Shakespeare play. Candidates may have up to 2 hours to complete this non-examination assessment. Candidates are not permitted to take notes into the non-examination assessment sessions.

Section B: Welsh Writing in English

Assessment will be based on a group of 15 thematically linked poems taken from the Library of Wales anthology, Poetry 1900-2000: One Hundred Poets from Wales (edited by Meic Stephens).

Candidates will be required to study all the poems listed for the chosen theme. Candidates may have up to 2 hours to complete this non-examination assessment. Candidates are not permitted to take notes into the non-examination assessment sessions.

Examination Board: WJEC



FOOD AND NUTRITION

Mr Mark Harmsworth

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GCSE Food and Nutrition is an interesting, creative and stimulating course for pupils of all abilities. The aim of the course is to teach you all about food in its widest sense and to help you develop a range of food preparation skills. You will learn about the composition of food, how food can be prepared, what happens to ingredients when you cook them, where food comes from, foods from different cultures, and how our food choices affect our diet and health. In taking this course you will benefit from learning many skills which will be relevant and transferable to other settings and will go on to enhance career opportunities.

Food is taught during three lessons per week; one single when you will learn about the theory of Food, and a double when you will prepare, cook and present exciting new dishes and products from all over the World.

Food and Nutrition is divided into six core topics:

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

Summary of assessment

Component	Assessment type	Time and marks	% of qualification
Food and nutrition	Written examination paper	80 marks 1 hr 30 minutes	40%
Food investigation task – food science	Non-examined assessment (NEA 1)	combined with NEA2	20%
Food preparation task – preparation, cooking and presentation	Non-examined assessment (NEA 2)	120 marks	40%

Examination board WJEC



FRENCH

Ms Sophie Beech

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Studying a language provides a great excuse to get abroad and immerse yourself in a culture which might suit you better than your own, as the way in which French people think and their priorities are very different. It also gives an unusual insight into your own language by comparison.

Now we are out of the EU, people will be needed to sell UK products to buyers from French speaking countries in their own language.

You will find yourself reading, listening to or watching items about all manner of things from art to technology via winemaking.

There are French parallel websites to those we habitually use in English, so you can practise your language at the same time as searching for information on the internet. An example of this could be reading a report in French on a sporting fixture, which brings a very different point of view.

Why study French?

1. Studying French is a useful investment in the future. It can assist a career in a number of areas, and therefore make you more employable. Also, it is possible to continue French at university as a subsidiary subject to many degrees.

2. It is an opportunity to discover a culture which is quite different from our own, yet is geographically close.

It is an important academic subject in its own right, one which is respected as showing a particular ability to think logically and to take care of detail.

The department also offers various academic clinics, co-curricular opportunities & trips in order for pupils to practise their conversational French as much as possible.

Unit 1: Speaking 25% of qualification

Oral test: This unit requires learners to communicate orally in French by participating in a role play, a photo card discussion and a conversation.

Unit 2: Listening examination: 25% of qualification

This unit requires learners to respond to a range of questions in English and also in French.

Unit 3: Reading examination: 25% of qualification

This unit requires learners to respond to a range of questions in English and also in French. Learners will also be required to translate short passages into English

Unit 4: Writing examination: 25% of qualification

This unit requires learners to respond in French to a range of written tasks.

Assessment in this unit will also take account of knowledge of, and accurate application of, grammar and structures.

Examination Board: WJEC



GEOGRAPHY

Mrs Fleur Coates

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The Edexcel IGCSE specification is followed. It has an excellent mixture of Physical and Human Geography; with controlled assessment, meaning more time can be spent actually teaching the specification.

The single tier of entry will contain a variety of question types, such as multiple-choice, short-answer, data-response and open-ended questions.

Fieldwork is an important and integral part of the course, and pupils will be expected to take part in this so that they can answer the questions linked to it on the examination paper. We normally include a couple of individual day activities, and a residential trip to a Field Studies Council Centre in The Lake District.

Geography IGCSE does allow a pupil to develop vital skills for the future, and many other subjects are included within its boundaries. It is an enjoyable subject and is directly relevant to events in the world.

THE CONTENT:-

SECTION A – THE NATURAL ENVIRONMENT AND PEOPLE (*complete 2 of the 3 topics*)

1. River Environments
2. Coastal Environments
3. Hazardous Environments

SECTION B – PEOPLE AND THEIR ENVIRONMENTS (*complete 2 of the 3 topics*)

4. Economic activity and energy
5. Ecosystems and rural environments
6. Urban Environments

SECTION C – GLOBAL ISSUES (*complete 1 of the 3 topics*)

7. Fragile Environments
8. Globalisation and migration
9. Development and human welfare

THE ASSESSMENT-

PAPER 1:

Examination of 1 hour 10 minutes, consisting of two sections. The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.

Section A: two out of three questions on: river environments, coastal environments or hazardous environments.

Section B: one out of three fieldwork-related questions on: river environments, coastal environments, hazardous environments.

PAPER 2:

Examination of 1 hour 45 minutes, consisting of three sections. The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.

Section A: two out of three questions on: economic activity and energy, rural environments, urban environments.

Section B: one out of three fieldwork-related questions on: economic activity and energy, rural environments or urban environments.

Section C: Candidates choose one out of three questions on: fragile environments, globalisation and migration or development and human welfare.

Examination Board: Edexcel



HISTORY

Mrs Maria Freeman

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If you have ever wondered, why Hitler was so popular and powerful during the 1930s, how near the world has come to a cataclysmic nuclear war or how our understanding of the human body and medicine has developed since the Medieval era, then History is the subject for you.

The study of humanity's past is both interesting and exciting, and it enables us to understand more fully the world in which we live today. Not only is History an interesting subject, but GCSE History will equip you with many valuable skills. You will learn to distinguish fact from fiction, you will learn to research independently and organise your findings clearly. You will also learn to analyse and evaluate evidence in order to present your own well justified arguments. These are all vital skills for future success in the world of work or in higher academic study. Future careers open to students of History include barristers, solicitors, the police service, marketing, the civil service, journalism and many more! If you enjoy reading, writing and questioning evidence to seek the truth of events, then I look forward to seeing you in GCSE History next year.

The syllabus:

The History syllabus is wide ranging, covering around 800 years of History in total. It is split into four main components:

Year 10 units of study are;

- Medicine in Britain, c1250–present and the British sector on the Western Front, 1914–18; injuries, treatment and life in the trenches.
- Early Elizabethan England, 1558–88

Year 11 units of study are;

- Weimar and Nazi Germany, 1918–39
- Superpower relations and the Cold War, 1941–91

Assessment:

The course is all examined at the end of year 11 and there is no coursework. There are three exam papers.

Paper 1: Medicine in Britain, c1250–present and the British sector of the Western Front, 1914–18: injuries, treatment and the trenches. 30% weighting

Paper 2: Superpower relations and the Cold War, 1941–91 and Early Elizabethan England, 1558–88. 40% weighting

Paper 3: Weimar and Nazi Germany, 1918–39 30% weighting

You will not regret choosing GCSE History!

Examination Board: Pearson Edexcel



MATHEMATICS

Mrs Rhian Williams
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The Mathematics course to IGCSE is effectively a five-year course, and the work covered in Years 10 & 11 builds upon, and continues, the work you have already done in the previous three years.

The syllabus followed has been designed to help you develop a positive attitude to Mathematics, to ensure that you are happy with basic skills and to enable you to apply your mathematical knowledge and understanding of the solution of problems. We also hope you will cultivate the ability to think logically and to convey your thinking in a very precise way, both verbally and in written form. As well as acquiring a variety of techniques, you will learn how Mathematics can be applied in other subjects in the curriculum and in situations which may occur in your own life and in society generally.

Course content

- 1. Using & Applying Mathematics**
 - Making decisions relating to the solution of problems
 - How to communicate and reason mathematically
- 2. Number and Algebra**
 - Develop a variety of methods of computation and apply them to a range of numerical problems
 - Explore various situations which will lead to the expression of relationships, equations and formulae
 - Consider how algebra can be used to model real-life situations
- 3. Space, Shape and Measure**
 - Learn more about the properties of shape and of position, movement and transformation
 - Extend your knowledge of measures and their use
- 4. Handling Data**
 - Look critically at some of the ways data can be misleading and conclusions can be uncertain
 - Do further work on the collection, processing and interpretation of data
 - Extend your knowledge of the workings of probability

The IGCSE assessment currently in use is the Edexcel Mathematics Linear course. Typically the top set is entered for the IGCSE up to one year early, before tackling the more demanding WJEC Additional Mathematics qualification in Year 11, which provides a more rigorous and thorough preparation for mathematical study in the Sixth Form. The other sets are usually prepared for IGCSE, with two terminal examination papers in Year 11.

Your IGCSE examination entry will be at one of the two tiers available, where the qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade.

Our setting usually allows most of our pupils to aim for the Higher Tier, in which grades 9 - 4 are available, while the Foundation Tier offers grades 5 - 1.

Our aim throughout the course is to make the subject enjoyable and to help you build up your confidence. For those of you who already enjoy Mathematics, we hope to give you a solid base from which the A Level Mathematics course can confidently be tackled, should you choose that route after IGCSE.

Linear IGCSE		Exam	%
Paper 1&2 Foundation	Calculator	2hrs	50%
Paper 3&4 Higher	Calculator	2hrs	50%

Examination Board: Edexcel



MUSIC

Mr Peter Williams

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If you are passionate about studying all types of music and wish to share your passion in a very creative atmosphere, this is the course for you.

Areas of study: Instrumental music (1700 - 1820); Vocal Music; Music for Stage and Screen; and Fusions.

There are 3 sections in the course.

LISTENING AND APPRAISING (40%)

This element is examined by a written paper 1 hour and 45 minutes long. In section A, *'students will be assessed on their ability to identify aurally the key musical features in some of the set works from the areas of study. In section B, students will be asked to compare in detail an extract from one of the set works with an extract from an unfamiliar listening piece (related to one of the set works).'* (Edexcel 2016)

PERFORMING (30%)

Candidates may offer performance on virtually any instrument (NB voice counts as an instrument).

One Solo Performance

One Ensemble Performance

COMPOSING (30%) – COURSEWORK

During the course candidates will spend time looking at a variety of compositional processes before submitting 2 compositions, one to a set brief and one free composition.

Why study Music?

- to develop creativity and imagination
- to develop a wide range of skills including performance, appreciation and composing
- to encourage the development of musical awareness in a variety of styles
- to build on the skills already covered in Key Stage 3
- to provide spiritual, social and cultural enrichment
- to prepare for a career in music or music recording

Resources

- Composing music using various types of notation software to enhance and develop your compositions.
- Use of the Recording Studio to develop and record your performances
- Pupils are given the opportunity to develop through different learning approaches in order to build their strengths and independence
- An opportunity to try and explore a variety of instruments and to participate in our numerous bands and choirs
- Bespoke coaching with regard to ability and specific areas of musical interest.

Examination Board: Edexcel



PHYSICAL EDUCATION

Mrs Nicky Head
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The course is weighted 50% theory and 50% practical.

Unit 1 - Theory

There are five key areas of study:

1. Health, training and exercise.
2. Exercise physiology
3. Movement analysis
4. Psychology of sport and physical activity
5. Socio-cultural issues in sport and physical activity.

At the end of Year 11 students will sit a 2 hour written examination. The paper will feature a mixture of multiple choice/objective test questions, short answer questions (to assess information recall) and extended answer questions (to assess application of information).

Unit 2 - The active participant in physical education

1. Pupils will be assessed in 3 different physical activities, one of which must be a team sport.
2. Pupils will plan, complete and evaluate an eight week personal fitness programme with the aim to improve their fitness and performance for one of their practical activities.

GCSE Physical Education lessons will consist of practical and theory content designed around the exam board specification, and will provide opportunities for pupils to gain an understanding of the application of theoretical knowledge in a practical setting.

Throughout your study of the course, you will be expected to show a commitment to school sport, as this is essential if you are to secure a good practical grade and thus a creditable overall grade.

A GCSE in Physical Education will help you move on to the Level 3 Cambridge Technical Sport and Physical Activity qualification. Employment opportunities in which your skills will be particularly valued include the sport and leisure industry, sports therapist, physiotherapy, or coaching. Of course you may wish to study the course for its own sake because you are interested in health and fitness, and enjoy sport.

Examination Board - WJEC



RELIGIOUS STUDIES

Mrs Mary Richardson
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The aim of the course is to stimulate and develop pupils' understanding of modern day moral issues, and to enhance their ability to make reasoned responses to various aspects of modern society. Pupils will be able to appreciate other people's points of view, and to evaluate ideas whilst developing their own. The course enables pupils to identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life.

The GCSE course that we study is Edexcel GCSE **Religious Studies B**.

It comprises two parts:-

RELIGION AND ETHICS based on a study of Christianity. This area of study comprises a study in depth of Christianity as a lived religion within the United Kingdom and throughout the world, and the effects of its beliefs and teachings on life, specifically within families, and with regard to matters of life and death.

There are four sections: **Christian Beliefs, Marriage and the Family, Living the Christian Life** and **Matters of Life and Death**.

The significance and importance of the various beliefs, issues and practices to Christians today will be explored throughout the sections. This will include reference to how the Bible informs a Christian's understanding of the topics and how approaches to the issues are underpinned by philosophical arguments and ethical theory where applicable. Students will be expected to study Christianity within the context of the wider British society, the religious traditions of which are, in the main, Christian.

RELIGION, PEACE AND CONFLICT based on a study of Islam. This area of study comprises a study in depth of Islam as a lived religion within the United Kingdom and throughout the world, and the effects of its beliefs and teachings on life, specifically about the issues of peace and conflict, and crime and punishment.

There are four sections: **Islamic Beliefs, Crime and Punishment, Living the Muslim Life** and **Peace and Conflict**.

The significance and importance of the various beliefs, issues and practices to Muslims today will be explored through the sections. This will include reference to how the Qur'an informs a Muslim's understanding of the topics and how approaches to the issues are underpinned by philosophical and ethical theories as applicable. Students will be expected to study Islam within the context of the wider British society, the religious traditions of which are, in the main, Christian. Students will compare and contrast the areas of belief and practice within Islam with Christianity in certain areas of the topics.

The emphasis of the course is on understanding the relevance of Christian and other religious teaching for life within the 21st century. The syllabus explores aspects of religious beliefs but does not presuppose faith. Candidates will be encouraged to express their own reasoned views about the issues discussed, whilst developing respect and sensitivity towards others and their beliefs and values.

The GCSE course in Rydal Penrhos provides a sound foundation upon which to build the AS and A2 Religious Studies courses in the Sixth Form.

	Topic		GCSE weighting
Part 1	Religion and Ethics Students must answer all questions. The assessment consists of four questions.	1 hr 45 min	50% of GCSE. Taken in Year 11
Part 2	Religion, Peace and Conflict Students must answer all questions. The assessment consists of four questions.	1 hr 45 min	50% of GCSE. Taken in Year 11

Examination Board: Edexcel



SCIENCE

Mr David Robson

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Science at Rydal Penrhos is taught in the traditional way as individual subjects (separate Physics, Chemistry, and Biology) to all pupils from Year 8 onwards. However, the qualifications secured at the end of Year 11 might be either Dual Award Science or three separate science subjects, depending upon how pupils progress.

In Year 10, all pupils will begin studying the same material in each of the three science subjects. Depending on progression through this common material, some students will then be invited to follow the separate science route to the end of the GCSE course, matriculating in Biology, Chemistry and Physics. The remaining pupils would complete the Dual Award Science qualification, gaining two GCSE grades reflecting their performance in all three science subjects. This decision will usually be taken during Year 10 based on how the pupil has progressed through all three science subjects.

The major difference between 'dual' and 'separate' science is the amount of work to be covered. Both courses deliver up to A* grades and will prepare a pupil well for further study of science; the vast majority of pupils nationally study dual award science. Separate science enables the study of some more challenging areas and *can* be a better starting point for A Level study. However, A and A* grades will matter when it comes to admission to the top universities; two A grades will always be better than three B grades. The Department has a policy of teaching beyond the baseline requirements for those pupils capable of extension.

Notes:

- 1) Module tests may be taken in June of Year 10 and June of Year 11.
- 2) A practical assessment in the first half of the Spring term of Year 11 contributes to 10% of the final result.
- 3) Sets will be established based on attainment in both internal tests, external examinations and work in class. Set reviews will occur during the two years, with minor changes occurring in response to individual progress.
- 4) Initially all pupils are targeted to the higher tier (A*-D) examination papers but, following regular reviews of progress, a few individuals may be entered for the foundation tier (C-G) examination papers.
- 5) To continue studying any of the three sciences at Sixth Form level, a grade of a 'B' should be regarded as the bare minimum.

Examination Board: WJEC



SPANISH

Ms Sophie Beech

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Studying a language provides a great excuse to get abroad and immerse yourself in a culture which might suit you better than your own, as the way in which Spanish people think and their priorities are very different. It also gives an unusual insight into your own language by comparison.

Now we are out of the EU, people will be needed to sell UK products to buyers from Spanish speaking countries in their own language.

You will find yourself reading, listening to or watching items about all manner of things from art to technology via winemaking.

There are Spanish parallel websites to those we habitually use in English, so you can practise your language at the same time as searching for information on the internet. An example of this could be reading a report in Spanish on a sporting fixture, which brings a very different point of view.

Why study Spanish?

1. Spanish is an important academic subject which is recognised by Russell Group Universities and yet it is an accessible language with fewer grammatical complexities than other modern languages.
2. Spanish is the second most widely spoken language in the world and therefore numerous employers hold it in high regard and it can be a real asset to any CV.

It is an opportunity to discover a culture which is different from our own, yet is geographically close and relatively inexpensive to visit.

The department also offers various academic clinics, co-curricular opportunities & trips in order for pupils to practise their conversational Spanish as much as possible.

Unit 1: Speaking 25% of qualification

Oral test: This unit requires learners to communicate orally in Spanish by participating in a role play, a photo card discussion and a conversation.

Unit 2: Listening examination: 25% of qualification

This unit requires learners to respond to a range of questions in English and also in Spanish.

Unit 3: Reading examination: 25% of qualification

This unit requires learners to respond to a range of questions in English and also in Spanish. Learners will also be required to translate short passages into English

Unit 4: Writing examination: 25% of qualification

This unit requires learners to respond in Spanish to a range of written tasks.

Assessment in this unit will also take account of knowledge of, and accurate application of, grammar and structures.

Examination Board: WJEC



GCSE choices

For fuller details see 'GCSE Curriculum Booklet 2021', online at <http://www.rydalpenrhos.com/Curriculum>.

All pupils will follow the core courses of: English Language; Mathematics; Science; Religious Studies; PSHE; and Games.

Additionally, all pupils should choose **four option subjects**. The table below shows the provisional allocation of subjects to Sectors. If there is a combination that you desire which does not fit here, please contact Mrs Williams, Director of Studies. There may have to be changes when we see the pattern of pupils' choices. Additionally, if a particular course is under-subscribed, we may unfortunately be unable to offer that subject.

W	X	Y	Z
Engineering	Drama	Design & Technology	Art
French	Geography	Religious Studies	Business
Food & Nutrition	Music	PE	Spanish
History			

NOTES ON SUBJECT CHOICES

- Mrs Williams will send you a link to a Microsoft Teams form for you to fill out initial subject choices, this will happen before the Easter Break, this will allow you to indicate any clashes.
- We should expect to run courses only if six or more pupils have chosen them.

