

 RYDAL PENRHOS SCHOOL

GCSE CURRICULUM BOOKLET
ACADEMIC YEAR 2022/23



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

Contents

Page 3: Introduction

Course Information can be found on the following pages

Page 8: Art

Page 9: Business

Page 11: Design & Technology

Page 12: Drama

Page 14: English

Page 16: Food & Nutrition

Page 17: Geography

Page 18: History

Page 19: Mathematics

Page 20: Music

Page 21: PE

Page 22: Religious Studies

Page 23: Science

Page 24: Spanish



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
REWilliams@rydalpenrhos.com



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:

Advent term - Rugby for boys, Hockey for girls;

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

Trinity 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 chamber ensemble, choirs, various ensembles and bands, many pupils have individual instrumental lessons. They also have many opportunities to perform in concerts as well as make their own recordings in a variety of musical styles.

DRAMA

Drama is to the fore at Rydal Penrhos. An excellent annual dramatic production is put on each Lent 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 Advent 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

JMSherington@rydalpenrhos.com

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

PASanders@rydalpenrhos.com

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 Mark Harmsworth

MHarmsworth@rydalpenrhos.com

“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

GCSE Drama is all about understanding what it is like to put yourself in somebody else's shoes. You will play many parts in different imaginary situations. You will have the opportunity to create your own work as well as look at plays written by other people. If you have an interest in acting scripted plays, or developing dramas from improvisation, and if you would like to see professional productions, then GCSE Drama may be worth your serious consideration.

Is this the right subject for me? Do you enjoy:

- Expressing yourself in an active and exciting way?
- Working in a group?
- Contributing your own ideas and respecting those of others?
- Exploring ideas by putting yourself in other people's shoes?
- Playing many parts in different imaginary situations?
- Creating your own drama work?
- Looking at plays written by other people?

If you have answered any of these questions with a 'yes', then this GCSE Drama course may be the ideal subject for you.

What do I need to know, or be able to do, before taking this course?

You will probably have had experience of Drama during Key Stage 3 in Drama lessons or, perhaps, in English lessons. You may also be a member of a drama club outside school. Any of these experiences can help if you choose Drama as a GCSE subject. You will develop your improvisation and acting skills to a higher level. You will also look at plays in more detail and at different ways of bringing a script to life on stage. If you are more interested in the technical aspects of theatre (for example, set design and lighting), you could focus on these for part of the course.

What will I learn?

You will learn how drama is created, including all the acting and staging skills that are needed to put a piece of drama on to the stage. You will learn how to create a character and play this character in performance. You will also learn many other skills that are highly valued in any walk of life; these include teamwork and confidently presenting yourself in public.

How will I be assessed?

60% of the assessment is practical. There is one written examination, based on a play studied in class, and you will be required to keep a written record of your practical work. You will explore themes, ideas and plays in a wholly practical way and your teacher will assess how well you have done. You will also be required to perform in a play or contribute a form of design to a production such as costume, lighting or sound. You will perform the play with a visiting examiner in the audience.

The Drama course at GCSE encourages you to develop your practical skills and to enhance your appreciation and understanding of Drama. The GCSE specification is essentially a practical, skills-based programme, which allows you to demonstrate your ability in scripted drama and improvisation. This course encourages individuals to work together as a group, being aware of one another, and it helps to develop related social skills such as self-confidence, self-discipline and communication. The group will have the opportunity to initiate plays from improvisation or from existing scripts.



If you are considering choosing Drama for GCSE, then you should be interested in sustaining a role that is convincing and interpreting a text in your own way to create a credible character. You may, for instance, be required to present an excerpt from a scripted play, devise your own mini-drama using improvisation, or develop a play from a newspaper article or another source. Many pupils have found that their participation in the School Play has improved their confidence and helped them approach the GCSE with ease.

As a Drama pupil, you should be willing to present your work to an audience and enjoy the process of working and co-operating with others in the process of creating a play. You need to be an adaptable person, someone who can think of ideas and yet listen and respond to your peers at the same time. There are other skills on offer in GCSE Drama, if you have an interest and practical ability; set design, lighting, sound, costume, make-up, and masks can be assessed for the final examination.

Theatre Trips

You will have an opportunity to see live theatre and, in the past, our pupils have been to the Royal Exchange in Manchester and to Theatr Clwyd in Mold.

You will enjoy this course if you want to study a subject that is both practical and creative. You may have done some acting before or helped out backstage on a production. You may have always wanted to have a go at making a play, performing, using make-up or operating the lights, but never had the chance. You will enjoy this course if you enjoy being part of a team as Drama involves a lot of group work.

Assessment

The Edexcel GCSE in Drama comprises three units:

COMPONENT 1: DEVISING (40%)

Content overview:

- Create and develop a devised piece from a stimulus
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.
- There are two parts to the assessment:
 - 1) A portfolio covering the creating and developing process and analysis and evaluation of this process. The portfolio submission recommendations are: handwritten/typed evidence of between 1500–2000 words or it can be recorded/verbal evidence of between 8–10 minutes or can be a combination of handwritten/typed evidence (between 750–1000 words) and recorded/verbal evidence (between 4–5 minutes)
 - 2) A devised performance/design realisation

COMPONENT 2: PERFORMANCE FROM A TEXT (20%)

Candidates will be assessed on **either** their acting **or** a theatre design skill, in TWO scenes from a published play:

- Candidates to work in groups of between 2 to 5 members;
- No more than two additional design candidates per group, each working on a different skill;
- Externally assessed by a visiting examiner in April/May.

UNIT 3: WRITTEN EXAMINATION (40%)

Written Paper: 1½ hours

Candidates will be assessed on their ability to analyse **one** set text as an actor, designer and director and to evaluate practical work completed in Unit 2.

Examination Board: Edexcel



ENGLISH LANGUAGE & ENGLISH LITERATURE

Miss Fiona Earle
FMEarle@rydalpenrhos.com

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
MHarmsworth@rydalpenrhos.com

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



GEOGRAPHY

Mrs Fleur Coates

FHCoates@rydalpenrhos.com

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

MVFreeman@rydalpenrhos.com

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

Mr Andy Thomas

AJThomas@rydalpenrhos.com

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

PWilliams@rydalpenrhos.com

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 and own ipad software 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
NJHead@rydalpenrhos.com

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
mrichardson@rydal-penrhos.com

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

DRobson@rydalpenrhos.com

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. However, two groups will initially start heading towards the three separate science GCSE qualifications in Biology, Chemistry and Physics, and one group will head towards GCSE Double Award Science, gaining two GCSE's which are a combination of the three science subjects. There is more content in the separate science courses than in Double Award, so these groups will be taught at a faster rate. Where students are struggling with this rate of teaching, it will be possible to transfer from the separate sciences to Double Award during the first term of Year 10. The initial groupings will be determined by the pupils Year 9 science teachers and will aim to put as many pupils as possible in the separate science groups, knowing it is always possible to move into the Double Award qualification. Those students who do not find science easy will be taught the Double Award course from the start of Year 10 so that they can benefit from a more measured pace of teaching from the start of the course.

The major difference between Double Award 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 Double 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

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 2022', 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
Art	Drama	DT	French
Business	Geography	History	PE
Religious Studies	Food & Nutrition	Music	Spanish

NOTES ON SUBJECT CHOICES

- We should expect to run courses only if six or more pupils have chosen them.

