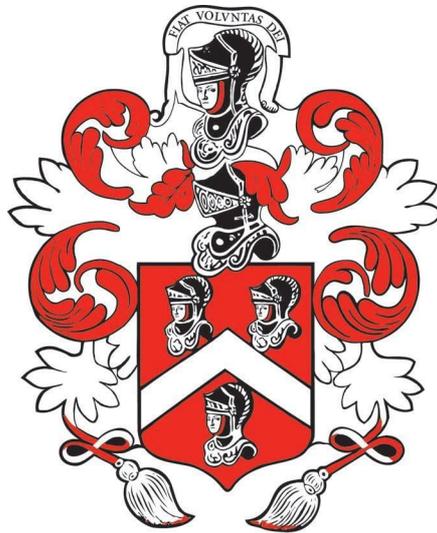


Robert May's School

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**CURRICULUM FOR
YEARS 10 AND 11
2016 - 2018**

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January 2016

Dear Parents and Carers,

Year 9 Options: your child's examination choices

In the weeks ahead your daughters and sons will be asked to decide on the examination subjects that they would like to take from September 2016.

We hope that you and your child will discuss together the broad range of subjects on offer here at Robert May's School. This document has been produced to help you.

A number of changes have been made to examinations recently. It may be useful for you to be aware of several points:

- English, Maths and several other subjects will be assessed using a new number system in place of the old letter grades. For example, what used to be a G grade will now be a 1. An old A* grade will now be a 9. A good "pass" grade (old C) will be a 5.
- Some GCSE subjects will still be assessed using the old letter grading system. The old C is still a pass and the old A* is still the top grade that can be achieved in these subjects.
- We are committed to a broad and balanced curriculum. We do not channel students into selecting English Baccalaureate subjects ("EBacc") but we do make sure that EBacc subjects are available to all who would like to study them.
- The EBacc is made up from English, Maths, Science (compulsory for all), a humanities subject and a languages subject.
- If you daughter/son plays a musical instrument and/or sings to a high standard, and is expecting to take ABRSM Grade 6 or above before June 2018, this qualification will also count towards her/his overall points score in August 2018.

We are asking you and your child to complete the **Curriculum Statement** at the back of this booklet and return it to at the end of your options interview by Friday 12th February 2016.

Yours faithfully



Joanna West
Headteacher

THE NATIONAL QUALIFICATION FRAMEWORK

Qualifications are a vital element in the passport to our working world. However certain or uncertain young people are about what they want to do in the future, qualifications will help them achieve their goals and keep doors open along the way.

Qualifications in the National Framework are arranged in eight levels. The higher the level, the greater the depth of knowledge, skills and understanding that has to be demonstrated for the qualifications to be gained. Courses leading to different qualifications will vary in content, learning styles and methods of assessment.

Level	Qualification examples
Entry (levels 1-3)	Entry Level Award, Certificate, Diploma English for Speakers of Other Languages (ESOL) Skills for Life Functional Skills (English, Maths, ICT) Essential Skills
1	GCSEs (grades D-G) or grades 1-3 for English and Maths Award, Certificate, Diploma (City & Guilds, CACHE, OCR, BTEC/Edexcel/Pearson ¹) English for Speakers of Other Languages (ESOL) NVQ Level 1 First Certificate Functional Skills Essential Skills Music (grades 1-3)
2	GCSEs (grades A*-C) or grades 4-9 for English and Maths and some other subjects O Levels (grades A-C) Award, Certificate, Diploma (City & Guilds, CACHE, OCR, BTEC/Edexcel/Pearson ¹) English for Speakers of Other Languages (ESOL) NVQ Level 2 National Certificate/Diploma Intermediate Apprenticeship Functional Skills Essential Skills Music (grades 4-5)
3	A Levels (grades A-E) AS Levels Award, Certificate, Diploma (City & Guilds, CACHE, OCR, BTEC/Edexcel/Pearson ¹) English for Speakers of Other Languages (ESOL) Access to Higher Education Diploma Foundation Diploma (Art and Design) NVQ Level 3 Advanced Apprenticeship National Certificate/Diploma International Baccalaureate (IB) Diploma Music (grades 6-8)
4	Higher National Certificate (HNC) Certificate of Higher Education (CertHE) Higher Apprenticeship

Level	Qualification examples
5	Higher National Diploma (HND) Diploma of Higher Education (DipHE) Foundation Degree NVQ Level 4 Higher Apprenticeships
6	Degree with Honours (eg BA Hons, BSc Hons) Graduate Certificate Graduate Diploma Ordinary Degree (without Honours) Higher Apprenticeships
7	Postgraduate Certificate Postgraduate Diploma Master's Degree (eg MA, MSc, MBA, MPhil) Integrated Master's Degree (eg MEng) Postgraduate Certificate in Education (PGCE) NVQ Level 5
8	Doctorate (eg PhD, DPhil, EdD, DCLinPsy) Government proposing to develop Apprenticeships to higher levels.

THE DIFFERENT TYPES OF QUALIFICATIONS

There is far more to education than just exam success. Nevertheless we recognise the importance of gaining qualifications both as a stepping stone to future education and employment and as a motivational factor. Most of our students will have gained at least 9 GCSEs (or equivalents) by the time they complete their studies at RMS. We provide access to qualifications in a wide range of subjects at levels 1 and 2. This wide range enables us to help students find the combination of courses that best suits their individual needs and begins to shape their future in education and employment.

GCSEs – See additional guidance under Core Subjects

Nearly all GCSE qualifications are now graded on a scale from 9-1 with a 9 grade being awarded for outstanding achievement. Grades 1-4 are known as Level 1 passes. Grades 5-9 are known as Level 2 passes. Grade 5 is now regarded as being the equivalent of what used to be a Grade C “pass”.

In some GCSE subjects, exams are tiered. The foundation tier allows students to gain Grades 1-5. The higher tier is aimed at students likely to gain Grade 4-9.

BTECs

Each BTEC is made up of a number of units. In order to achieve each unit, learners' projects have to show achievement set against a set of 'outcomes'. Each unit is graded Pass, Merit or Distinction, according to how the learner has performed against a set of criteria. Once all units are completed, the exam board calculates an overall Pass, Merit or Distinction.

ENGLISH BACCALAUREATE

What is the English Baccalaureate (“EBacc”)?

1. The Government believes that schools should offer pupils a broad range of academic subjects to age 16, and the English Baccalaureate (EBacc) promotes that aspiration.
2. The EBacc recognises students’ achievements across a core of selected academic subjects in getting good passes in rigorous GCSEs. The EBacc will cover achievement in English, Mathematics, Sciences, Computer Science, Languages, History and Geography.

Most students at Robert May’s School follow some or all of these subjects as part of their curriculum. We strongly recommend that any student considering going to university should ensure that they choose a minimum of 5 EBacc subjects. The following guidance is taken from a Russell Group publication available at: www.russellgroup.ac.uk (Informed Choices.)

Q: Do I need to have passed the English Baccalaureate to get into a Russell Group university?

A: The English Baccalaureate includes academic subjects highly valued by the Russell Group but it is not required for entry to any Russell Group university. With the exception of English and Maths, and in a few cases a Modern Foreign Language, most universities have no universal entry requirements in terms of specific GCSE subjects. Subject choice is ultimately much more important at the post-16 or A-level stage.

However, entrance requirements do vary between universities and courses (for example Medicine courses sometimes require certain subjects and grades at GCSE). Therefore, we strongly encourage students to check universities’ websites for further information published by individual institutions.

Q: Is it true that a modern foreign language at GCSE or equivalent is required for entry to Russell Group universities?

A: Our institutions very much value language skills but there is no universal entry requirement that students must have studied a modern foreign language at GCSE or equivalent. However, there may be course-specific requirements, so we strongly encourage students to check universities’ websites for details of these.

Currently University College London (UCL) is the only Russell Group institution to require a modern language GCSE at grade C or above for all of its programmes. However if you did not take a Modern foreign language GCSE, or if you got a D grade or below you can still apply to any UCL degree programme, and it won’t negatively affect your application. You will not be rejected just because you don’t have it but you will need to complete a short course in a modern foreign language, either on a summer school or in the first year of your degree, to catch up.

THE KEY STAGE 4 CURRICULUM

The Core

GCSEs in English, Mathematics, Science (choice of courses), Ethics and Philosophy, Citizenship, Personal, Social, Health and Enterprise Education and Core Physical Education.

The Guided Choices – ‘Options’

Students are able to choose additional subjects in Languages, Humanities, Physical Education, Art and Performing Arts, Science, Technology, ICT, Computer Science and Work Related Learning (Vocational Courses).

Each student’s combination of subjects should:

- ◆ **provide a broad and balanced curriculum**
- ◆ **prepare them for the opportunities, responsibilities, and experiences of adult life**
- ◆ **promote their spiritual, moral, cultural, mental and physical development**
- ◆ **provide breadth of opportunity**
- ◆ **provide a curriculum that is personalised to meet their individual needs**

A MESSAGE FROM YOUR CHILD'S HEAD OF YEAR

January 2016

Dear Parents and Carers

As you know, we aim to create an environment in which all students here are able to better their own lives and those of others around them. This is a very exciting time for Year 9 students, and indeed for you: selecting Option subjects for the Key Stage 4 programme of study. At Robert May's School our process for selecting Options is designed to ensure that all students receive the necessary help and guidance needed to make suitable subject choices. Our guiding principle is that we want students to have a broad and balanced curriculum at Key Stage 4 that provides them with ample opportunities for their future development. To achieve this balance students have to supplement the compulsory GCSE subjects, Mathematics, English, Ethics, and Science with subjects from other areas. Keeping a broad range of subjects will result in a wider range of future opportunities. We do not underestimate that choosing Options will be a challenging, yet ultimately rewarding, process. Therefore the procedure is designed with students at its heart. With that in mind students, and parents should be aware of the following dates on which to gain additional information:

- Options Evening for Parents – 14th January 2016**
- Parents' Evening – 4th February 2016**
- Option Interviews / Final Choices – 12th February 2016**

When selecting Options it is also wise to bear in mind the following four things:

- i. A student's ability to study – does the subject have a high written component, or is there a level of practical and creative ability that is essential to succeed?
- ii. A student's interest in a subject – do they enjoy the subject?
- iii. How the course will be examined – what proportion is assessed in class or by practical work/performances, what proportion is by terminal exams and how long these exams are in length?
- iv. What skills are they learning? These may be needed in a future career.

By working in partnership with you as parents and with your child, our aim is to ensure that all students have an appropriate programme of study for Key Stage 4 that develops appropriate skills and provides ample opportunities for the future in our ever-changing 21st century world.

Yours faithfully



Mr T Parsons
Head of Year

CHOOSING SUBJECTS

THINGS TO REMEMBER

- 1 Students should choose subjects they enjoy and in which they feel confident they can be successful. They should not choose subjects solely because they like the teacher, or because their friends are taking them.
- 2 Students should never assume that they know which subjects are required for a career. They should check by using the library and websites to find the most up to date information and ask their Year Head, Tutor and Mrs Blud for help.
- 3 Students should talk about the subjects they want to study with the people who can help, such as the Careers adviser (in school every Monday and who will also be available at the Parents Evening on 4th February).
- 4 Students should not think that because of their gender they shouldn't do certain subjects.
- 5 Students should talk through their ideas and concerns with their parents.
- 6 Students have completed a Careers Guidance Programme using a software programme called KUDOS. Students should keep their login details as they can refer to the careers information on the website throughout Key Stage 4.

RECOMMENDED USEFUL INFORMATION:

- ❑ The Careers Library (which is in the main school library) has a great deal of information to help. Students can use this after school and at break times.
- ❑ **Careers 2016** is an annual jobs directory which is a reference guide for hundreds of career options.
- ❑ **Various books** about "What to Study", at Key Stage 4 and books about specific careers including 'Choosing your GCSEs'.
- ❑ University Undergraduate course webpages
- ❑ **Websites like icould** to investigate possible careers <http://icould.com/>
- ❑ **There is a National Careers Website:**
<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

Relevant work experience is particularly helpful if you are looking for a career in Law, Ecology, Medicine, Dentistry or Veterinary Science. The competitive nature of these sought- after courses often means that students will need to demonstrate a wider contribution to the school, community or club. We recommend that all students aim to strike a balance between academic and leisure activities both for their health and well-being.

So, we believe that it is sensible to follow a broad-based programme of subjects which the student enjoys, from which she/he can gain the facts, ideas and skills to help them in the WHOLE of their life.

The message is CONSIDER first and SELECT carefully.

CAREER “ROUTES”

There are different "routes" that can be taken by students when they leave compulsory education which now means that all students MUST carry on in education and training until they are 18 years old. Each requires certain qualifications:

1. FULL TIME STUDY AT A COLLEGE OF FURTHER EDUCATION

Over 95% of RMS students go to a college to continue their education. Local colleges offer courses at Level 1, 2 and 3 in both academic and vocational subjects. Robert May's has excellent links with these colleges and guidance for choices at Post 16 is an important part of our Key Stage 4 curriculum. Whilst many subjects currently demand Grades 9-5 (A* – C) at GCSEs, some courses can be accessed with lower grades, good attendance, consistent effort, and a positive school reference.

2. APPRENTICESHIPS

An apprenticeship is a job with training that allows students to learn, earn and achieve nationally recognised qualifications. They can take between one to four years to complete and now cover many different job roles, including law, engineering and accountancy.

Students can leave school and go directly into an apprenticeship but these placements are sometimes hard to find. If students wish to follow this route, we also advise a full time application to a college as a backup.

Further information can be found on the National Apprenticeship website and via BCoT (Basingstoke College of Technology) and FCoT (Farnborough College of Technology) as many employers use these colleges to process their applications for apprenticeships rather than applying directly to the company.

3. STRAIGHT TO EMPLOYMENT

At present the Government has said that it will be acceptable for students to go into employment providing there is a minimum of 20 hours of training per week (which can include voluntary work) with that particular job. Employers usually require school references and evidence of any qualifications gained.

RECORD OF ACHIEVEMENT

All of our students have talents. Success in examinations is very important, but there are many other aspects of students' lives which deserve recognition. During Year 11 each Robert May's student will complete a personal statement. This document will detail all the activities (both within and outside school) in which he or she has gained success. This statement will be sent with application forms for jobs or Further Education courses. Students in Year 9 have a folder to keep their careers work in. This will include a personal record to show their exploration of the world of work and their planning and monitoring of their future. They will continue to keep these records throughout Years 10 & 11. Students are strongly encouraged to produce a record of achievement which can be used in interviews to highlight the range of talents and experiences that a student can offer to a potential employer or college.

Key Stage 4 Curriculum: Core Subjects

A recent government policy change means that any student not attaining the equivalent of a Grade 5 (old Grade C) or higher in English or Maths must continue to study the subject until they are 18 irrespective of other courses or career paths that they may be following. Consequently at RMS students will receive one Maths lesson and one English lesson each day.

In September 2015 the structure and assessment of the Maths and English GCSE courses were changed. From September 2016 most subjects will follow their lead. In all cases, students will be required to study a broader and more 'rigorous' curriculum. Assessment will be by examination at the end of the course only. There will be fewer controlled assessment elements of the courses. The grades available for the courses are 9-1. These grades are approximately equivalent to 'old' GCSE grades A*-G as follows:

2016 onwards grades	1	2	3	4	5	6	7	8	9
Up to 2015	G/F	E	D	C/B			A	A*	

It is anticipated that the benchmark for what constitutes a 'good' pass in these subjects will be a grade 5. Grade 9 is an exceptional performance grade and will only be achieved by a very small number of exceptional students nationally. For 2016 onwards Maths, English, Humanities, Languages, Computer Science, PE, Music and Drama will be awarded grades 9-1 instead of A*-G.

At RMS, in addition to English and Maths, all students must study a Science course and all students also study Ethics GCSE. As well as these core academic subjects studied at GCSE or equivalent level, the KS4 curriculum includes areas of study that are not examined. Details of these courses are included here:

CORE PHYSICAL EDUCATION – 2 LESSONS EACH WEEK

In order to maintain a healthy lifestyle and to balance the heavy academic commitment experienced by many students in Years 10 and 11, the recreational element of the PE programme remains an important, non-examination subject for all. Students are given a choice of activities in PE. They should choose those activities and pastimes that they most enjoy. Basketball, badminton, golf, swimming, ice-skating, cheerleading, dance, trampolining, aerobics, netball, football, hockey, rounders, tennis, athletics, volleyball and cricket are all activities available at some time during the two years.

In line with the National Curriculum, students are expected to follow two activities in greater depth. It is often possible to make visits to local sports centres to sample activities such as fitness training, swimming and ice-skating. Students are encouraged to join local clubs to pursue their sporting interests in preparation for their post-school life and to develop their skills to the highest level through both club and school competition in an extensive extra-curricular programme.

PERSONAL, SOCIAL, HEALTH AND ECONOMICS EDUCATION (PSHEE) - 1 LESSON EACH WEEK

The PSHEE course informs students about personal and environmental issues with the purpose of developing autonomous, decision-making individuals who will be prepared for the future in a rapidly changing world.

A versatile modular programme provides opportunity for the enhancement of Life Skills, including advancing students' use of ICT.

* **Careers Education and Guidance**

The world of work, further education, decision making, interviews, applications, form filling, lifestyles, equal opportunities, opportunity awareness, transition skills and self awareness, and Post 16 information.

* **Citizenship**

In Years 10 and 11 some of the extended registration time each week will be used to look at: the role of government, the environmental and global issues, staying safe, crime and the law and being healthy.

* **Health Education and Substance Abuse**

Exploration of the risks, hazards and consequences of the use and misuse of smoking, alcohol and drugs including psychoactive substances. A basic introduction to the key principles of first aid is also included.

* **Relationships and Sex Education**

An exploration of values and moral issues; consideration of the personal, legal and social aspect of sexual relationships including consent; contraception and the risks and consequences of unprotected sex including pregnancy, HIV/AIDS and STI's; the development of communication and decision making skills. Tolerance with regards to sexuality and issues concerning testicular cancer and breast cancer are also included as are concerns about and awareness of sexual exploitation.

* **Enterprise and Economics Education**

Enterprise Education continues to play a big part in the curriculum at KS4. As well as a Dragon's Den style Enterprise Day in Year 10, all subjects embed enterprise activities in their curriculum giving students the opportunity to be innovative, make decisions, learn to work effectively in teams and communicate successfully with others.

Internet Safety, preventing extremism and British Values

One of the reason why we attach significant importance to teaching and learning in Ethics is so that through this and other personalised learning programmes, students are made fully aware of the dangers of internet grooming, avoiding radicalisation (including raising awareness of the Prevent strategy) and giving everyone the opportunity to empathise with, understand and act positively on British Values.

Key Stage 4 SUBJECT DETAILS

In addition to the core subjects, students must choose the Science course they will follow and three further options. It is recommended that the three further options come from different subject groups to maintain breadth of study and to keep options as open as possible for post 16 education. However, the overriding reason behind students' choices must be to choose subjects that they enjoy and can be successful in.

Option subjects are taught as one double lesson and one single lesson each week.

All subjects are detailed over the following pages, in alphabetical order:

Subject	GCSE Art and Design
Subject group	Creative
Exam Board	Edexcel
Course Description	<p>The GCSE in Art and Design is designed to be a general course, encompassing art, craft and design and to enable students to explore a range of 2 or 3 dimensional approaches to their studies. Work produced for this qualification will demonstrate the use of formal elements and creative skills, and give form to thinking, feeling, observation, design and ideas. Students will show evidence of trying to extend their own and others' ways of seeing the world.</p> <p>Students are normally expected to produce 3 projects with varying themes that are submitted as coursework and an exam project at the end of year 11.</p>
Exam Information	<p>40%</p> <p>Mock exam (submitted as coursework) – January 2017 – 12 weeks preparation – 10 hr exam</p> <p>Exam - May 2017 – 12 weeks preparation – 10 hr exam.</p>
Grades available	9-1
Controlled Assessment Information	<p>60%</p> <p>Throughout year 10 and first term of year 11</p>
Careers Information	<p>There are many careers where a good qualification in Art is necessary. Here are just a few –</p> <p>Animator, Architect, Art editor, Art gallery curator, Art therapist, Cad technician, Ceramics designer-maker, Costume designer, Design engineer, Dressmaker, Exhibition designer, Fashion designer, Fine artist, Florist, Graphic designer, Illustrator, Interior designer, Landscape architect, Make-up artist, Medical illustrator, Photographer, Product designer, Set designer, Signwriter, Textile designer, Web designer</p>
Further details	http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/GCSE_Art_Design_Spec_2012.pdf
Staff Contact	<p>Mr T. Peters, Head of Art</p> <p>tony.peters@rmays.com</p>

Subject	GCSE CAD/CAM (Product Design)
Subject group	Technology
Exam Board	AQA
Course Description	<p>This course will teach you how to use Computer Aided Design and Manufacturing (CAD/CAM) to design and make products for the 21st Century.</p> <p>You will learn about why things need to be made, how to create a range of options for the product user, how to make drawings using CAD, and how to cut your materials using the CAM machines (Laser Cutters, 3D Printing, etc.). This will involve creating three dimensional engineering graphics on screen before manufacture. You will also look at the needs of the industry, retailers and end users and how you can market your designs by creating promotional materials and packaging to give your work a polished and professional finish.</p> <p>Students will learn these skills through a number of shorter projects that include a Desktop Trebuchet, Sunglasses, Mobile Phone Accessories as well as a Jewellery module.</p>
Exam Information	<p>40%</p> <p>2 hour written exam in Summer 2018</p>
Grades available	A*-G
Controlled Assessment Information	<p>60%</p> <p>February 2017 – February 2018</p>
Careers Information	<p>This course and the skills learnt are suitable for all creative disciplines. Computer Aided Design is relevant now and is required, in industry, to design products as small as mobile phones to large projects like oil rigs and skyscrapers.</p> <p>It would be of use to anyone thinking of taking Design and Technology, Product Design, Engineering, Art and Design, Graphic Design or Architecture at 'A' Level, Diploma and Degree.</p> <p>If you like using a computer, drawing ideas and then making them – this is for you.</p>
Further details	<p>More information available on youCADoo.com – goo.gl/BR57X1</p> <p>AQA CAD/CAM (Product Design) 4555 – goo.gl/ZIOQ6X</p>
Staff Contact	<p>Mr O. Young, Technology Department</p> <p>oliver.young@rmays.com</p>

Subject	GCSE Child Development
Subject group	Technology
Exam Board	OCR
Course Description	<p>Students will develop knowledge and an understanding of the overall needs of young children and the social and environmental influences that affect their social, emotional, physical and intellectual development in a changing and multicultural society. It is a theoretical course where the principles learned are applied to the study of a child's development. The child is studied from conception to the age of five.</p> <p>Study will focus on the following areas:</p> <ul style="list-style-type: none"> Family Parenthood Stages of child development Caring for children Health Diet Language Safety <p>Students are given the opportunity to spend time observing children at local nurseries which helps reinforce the theoretical learning.</p>
Exam Information	One terminal examination (Summer 2018) 40% of the GCSE
Grades available	A*- G
Controlled Assessment Information	<p>There are four pieces of controlled assessed work in the Child Development GCSE.</p> <ul style="list-style-type: none"> • Three short investigative tasks. Titles are set by the examination board. These are completed one per term in year 10. Each is 10% of GCSE. • A comprehensive Child Study started in November of Year 11, 30% of GCSE. You will need access to a child (aged 9 months - 4 years) to allow regular observations to be carried out.
Careers Information	<p>This GCSE will count as one of the statutory number of GCSEs required to study at Further Education Colleges.</p> <p>It is a particularly good GCSE for those wishing to study Health and Social Care or for careers such as Teacher, Social Worker, Nurse, Doctor, Teaching Assistant or Counsellor.</p>
Further details	http://www.ocr.org.uk/qualifications/gcse-home-economics-child-development-j441-from-2012/
Staff Contact	Mrs S. Tindle, Technology department sue.tindle@rmays.com

Subject	GCSE Computer Science
Subject group	ICT, EBACC
Exam Board	OCR (J276)
Course Description	<p>What will this GCSE encourage me to do?</p> <ul style="list-style-type: none"> ● understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation; ● analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs; ● think creatively, innovatively, analytically, logically and critically; ● understand the components that make up digital systems, and how they communicate with one another and with other systems; ● understand the impacts of digital technology on the individual and on the wider society; ● apply mathematical skills relevant to Computer Science.
Exam Information	<p>You will sit two 1½ hour exams (2 x 40% = 80%) in the Summer Term 2018</p> <ul style="list-style-type: none"> ● Computer Systems (40%) ● Computational thinking, algorithms and programming (40%)
Grades Available	9 - 1
Controlled Assessment Information	<p>You will complete a Programming Project Controlled Assessment (20%) in the Autumn Term 2017</p> <ul style="list-style-type: none"> ● Programming techniques ● Analysis of problem/s ● Design a coded solution to problem/s ● Develop/code annotated solution/s ● Testing and evaluations and conclusions
Careers Information	<ul style="list-style-type: none"> ● Transition smoothly to higher study and employment in the field of Computer Science ● Careers in Computer Science and ICT are exciting and dynamic. Young people leaving education with these skills are in demand and can command high salaries.
Further details	<p>What programming language will I learn?</p> <ul style="list-style-type: none"> ● You will learn how to program using Python (www.python.org) ● Python is powerful language used for a variety of applications. ● Python provides a great introduction to computer programming. <p>More detail about the course can be found on the exam board website at</p> <ul style="list-style-type: none"> ● http://www.ocr.org.uk/Images/225975-specification-draft-gcse-computer-science-j276.pdf
Staff Contact	<p>Mr I Michael, ICT department ian.michael@rmays.com</p>

Subject	GCSE Drama
Subject group	Performing Arts
Exam Board	Edexcel
Course Description	<p>Component 1: Devising: Create and perform a devised piece from a stimulus. A portfolio covering the creating and developing process, analysis and evaluation of this process</p> <p>Component 2: Students will either perform in and/or design for two key extracts from a performance text, externally assessed by a visiting examiner.</p> <p>Component 3: Written examination: 1 hour 30 minutes. An evaluation of a live performance and an analysis of a studied text.</p>
Exam Information	<p>Component 2: Summer 2017</p> <p>Component 3: Written examination: 1 hour 30 minutes (Summer 2018)</p>
Grades available	9-1
Controlled Assessment Information	Component 1: portfolio 40%
Careers Information	BA Honours in: Media, Law, Performing Arts, Drama. Useful for future lawyers and politicians.
Further details	
Staff Contact	Miss S. Thomas, Head of Drama sophie.thomas@rmays.com

Subject	GCSE Engineering
Subject group	Technology
Exam Board	AQA
Course Description	<p>The philosophy of this course is that, for you to fully appreciate the world of engineering, you must be actively involved in the planning and making of accurate engineered products.</p> <p>There is lots of precision, planning and thinking on this course and all the manufacturing is small, and precise. There is more theory than practical on this course. This course is for people who are contemplating A Level, university or apprenticeship routes. Career routes include: engineering (aeronautical, mechanical, civil, systems, etc.), architecture, electronics, communication, military and for those who are simply technically minded.</p> <p>In Year 10 students will start off with developing and improving their technical drawing skills to the point they will no longer have to worry about drawing accurately. This will be followed with a practice controlled assessment project which is modelled on the actual controlled assessment modules. This will involve more drawing, planning and manufacturing a small engineered product (e.g. spork). In the new year you will start the first controlled assessment project which will be the planning and making of a multi tool. The second controlled assessment project is about designing, testing and developing a bicycle immobiliser. To achieve grade A* - C from this course students will need to be committed to providing regular homework.</p>
Exam Information	Length and number of exams: 1 x 1hr at 40% Summer 2018
Grades available	A*-G
Controlled Assessment Information	60% Unit 1 starts January/February 2017 Unit 2 starts November 2017
Careers Information	<p>This GCSE supports both graduate and non-graduate engineering paths. At college there are Level 2 and 3 BTEC courses as well as the new Foundation degrees. At University there are many career paths in this massive growth area.</p> <p>Employment opportunities can be found in a wide range of organisations who will recruit people from a variety of engineering disciplines. This could be from multi-national corporations such as BP or BAE Systems to smaller local organisations and businesses. Each type has its advantages and disadvantages, and it is up to you to decide which environment is right for you.</p>
Further details	<p>AQA Specification: http://www.aqa.org.uk/subjects/engineering/gcse/engineering-4850</p> <p>Professional Institutions: http://www.imeche.org/ http://www.theiet.org/</p>
Staff Contact	P Cain, Head of Technology phil.cain@rmays.com

Subject	GCSE English Literature and English Language
Subject group	Core, EBACC
Exam Board	AQA
Course Description	<p>Students will cover how to tackle a range of fiction and non-fiction texts both for close analytical exploration and to produce pieces of their own. All work will be assessed in final, external examinations.</p> <p>Literature texts will cover the following styles and periods: Modern text e.g. Lord of the Flies/Blood Brothers/An Inspector Calls 19th Century novel e.g. A Christmas Carol/Frankenstein/Dr Jekyll and Mr Hyde A Shakespeare play e.g. Merchant of Venice/Romeo and Juliet AQA Poetry clusters set by the exam board based on themes such as Love and Romance/Power and Conflict.</p>
Exam Information	<p>100% for each English GCSE taking place in Summer 2018</p> <p>English Language 1x 1 hour 45 minutes and 1 x 2 hours 15 minutes. These two exams will test our students' ability to explore unseen literary fiction and literary non-fiction texts in timed conditions. Students will also have to create their own writing based on an unknown stimulus including story or descriptive writing and a non-fiction response such as letter writing.</p> <p>English Literature 2 external examinations totalling 4 hours of assessment</p>
Grades available	9-1
Controlled Assessment Information	There will be no controlled assessment in English GCSE courses
Careers Information	Access to all college and further education is dependant on high pass GCSE grades in English Language – these will “double count” in progress 8 measure if taken with Literature.
Further details	This is a new style GCSE exam course. The grades available are from 1 (lowest) to 9 (highest). Please see further information on page 8.
Staff Contact	Ms N. Kemp, Head of English nikki.kemp@rmays.com

Subject	GCSE Fine Art
Subject group	Creative
Exam Board	Edexcel
Course Description	Fine art may be defined as work which is produced as an outcome of students' personal experiences, rather than that which is created exclusively for a practical function or that which is the outcome of a tightly prescribed brief. Students will show evidence of trying to extend their own and others' ways of seeing the world. In the context of this specification, disciplines will include painting and drawing, printmaking and alternative media.
Exam Information	40% Mock exam (submitted as coursework) – January 2017 – 12 weeks preparation – 10 hr exam. Exam – May 2017 – 12 weeks preparation – 10 hr exam.
Grades available	9-1
Controlled Assessment Information	60% Throughout year 10 and first term of year 11
Careers Information	There are many careers where a good qualification in Art is necessary. Here are just a few – Animator, Architect, Art editor, Art gallery curator, Art therapist, Cad technician, Ceramics designer-maker, Costume designer, Design engineer, Dressmaker, Exhibition designer, Fashion designer, Fine artist, Florist, Graphic designer, Illustrator, Interior designer, Landscape architect, Make-up artist, Medical illustrator, Naval architect, Photographer, Product designer, Set designer, Signwriter, Textile designer, Web designer
Further details	http://www.edexcel.com/quals/gcse/gcse09/Art/Pages/default.aspx
Staff Contact	Mr T. Peters, Head of Art tony.peters@rmays.com

Subject	GCSE Food Preparation and Nutrition
Subject group	Technology
Exam Board	EDUQAS/WJEC or AQA (tbc)
Course Description	<p>A brand new and exciting GCSE replacing all other food-based GCSE courses throughout the country, this course allows students to develop knowledge and a strong understanding of food science, nutrition and the working characteristics of food materials. A variety of complex food preparation skills and techniques will be taught enabling students to prepare dishes to a high standard. Emphasis is on the application of the theoretical knowledge to practical work. Healthy eating, food hygiene and food safety principles are also taught.</p> <p>The five main areas of study are:</p> <ol style="list-style-type: none"> 1. Food, nutrition and health 2. Food science 3. Food safety 4. Food choice 5. Food provenance <p>All practical work will be linked to those five areas of study enabling students to make connections between theory and practice.</p>
Exam Information	One terminal examination (Summer 2018) 50% of GCSE
Grades available	9-1
Controlled Assessment Information	<p>Non Assessed Exam (Previously known as Controlled Assessment)</p> <p>Two tasks, both assessed in Year 11 50% of GCSE</p> <ol style="list-style-type: none"> 1. Non Assessed Exam Task 1: Food Investigation 10 hours <p>A practical investigation to show the working characteristics, functional or chemical properties of ingredients. The area of focus will be set by the examination board.</p> <p>Students will need to produce a report of between 1500 – 2000 words. The report will include research into ‘how ingredients work and why’. They will record their practical investigations and conclusions. Practice investigations will be completed in Year 10 to allow a thorough understanding of the requirements.</p> <ol style="list-style-type: none"> 2. Non Assessed Exam Task 2: A Practical Food Assessment 20 hours (including 3 hours for the final Practical Assessment) <p>Students will produce a portfolio to include:</p> <ul style="list-style-type: none"> • Research and analysis of the task • Photographic evidence of trialled dishes showing different technical skills taught in Year 10 • A plan of the three dishes they wish to prepare in the 3 hour practical exam (the final Practical Assessment). • An evaluation of the cost, nutritional and sensory properties of the three dishes produced.
Careers Information	This GCSE will count as one of the statutory number of GCSEs required to study at Further Education colleges. Food Preparation and Nutrition will help develop skills such as organisation, communication and time management which are essential in

	<p>every business field. Moreover, it enables students to develop vital life skills that will allow them to feed themselves and others affordably and nutritiously now and in later life.</p> <p>This course can lead to careers in the Food Industry, which could include: Designers: Designing new products, Home Economists: Testing new food products, Quality controllers: Controlling the quality of food products during manufacture, Buyers: Sourcing ingredients from around the world, Production Manager: Running a processing plant where food is manufactured, or as a basis for further career choices in the Hospitality and Catering Industry or in the care professions such as Nursing, Social services or Teaching.</p>
Further details	<p>http://www.aqa.org.uk/subjects/food-preparation-and-nutrition/gcse/food-preparation-and-nutrition-8585 http://eduqas.co.uk/qualifications/food-preparation-and-nutrition</p>
Staff Contact	<p>Mrs S. Tindle, Technology department sue.tindle@rmays.com</p>

Subject	GCSE Geography
Subject group	Humanities, EBACC
Exam Board	EDUQAS/WJEC B (tbc)
Course Description	<p>Year 10</p> <p><u>Theme 1 - Human Geography - 'Changing Places - Changing Economies'</u></p> <p>Students will study the features and structure of cities and rural areas including a detailed study of a UK city and a city in a Low Income Country. Students will discover why more people live in cities, the pressures on cities and ways in which they can be improved.</p> <p>Students will study the development of countries including trade and aid. Changes in retail and leisure will also be studied in both urban and rural areas.</p> <p><u>Theme 2 - Physical Geography - 'Shaping the Landscape'</u></p> <p>Students will explore how the landscape is shaped and changed by processes at the coast and by a river. They will also study the management of these environments. Other topics include weather and climate, an overview of glaciation and a detailed discovery of climate change and global warming.</p> <p>Year 11</p> <p><u>Theme 3 - 'Environmental Challenges'</u></p> <p>Students will study ecosystems at different scales both local and global. A detailed study of two ecosystems including the damage caused by humans and the management of these ecosystems. Students will also study water supply and demand and desertification.</p> <ul style="list-style-type: none"> • There will be two different opportunities to carry out some fieldwork techniques. One will be a human location and the other a physical environment.
Exam Information	<p>There are three exams to be taken.</p> <p>Paper 1 - Three structured questions to include multiple choice, data response, open style questions and extended writing answers.</p> <p>Paper 2 - Problem solving geography. A location, a problem and some solutions are given to the student. They then have to justify any decisions made.</p> <p>Paper 3 - Fieldwork. A variety of questions based on your two fieldwork opportunities.</p> <p>There are no tiered papers, just one exam, sat by all students.</p> <p>All three exams will be sat in Summer 2018</p>
Grades available	9-1.
Controlled Assessment Information	There is no Controlled Assessment Task.
Careers Information	Geography is a very diverse subject that can take students into any career pathway that they choose. It is an excellent 'all round' GCSE subject that links aspects of other GCSE subjects studied into one. The skills students will learn include; independent learning, communication skills, problem solving, decision making and the analysis of different resources. All careers can lead from Geography.
Further details	Find all the information you need about our exam specification at: http://www.wjec.co.uk/qualifications/geography/geography-gcse/geography-b-gcse.html
Staff Contact	Mrs M. Lewis, Head of Geography meriel.lewis@rmays.com

Subject	GCSE History
Subject group	Humanities, EBACC
Exam Board	Edexcel
Course Description	<p><u>Paper 1: Thematic study and historic environment</u> Option 11: Medicine in Britain, c1250–present and the British sector of the Western Front 1914–18: injuries, treatment and the trenches</p> <p><u>Paper 2: Period study and British depth study</u> The American West, c1835–c1895 with either Medieval depth options or Tudor depth options (to be confirmed)</p> <p><u>Paper 3: Modern depth study</u> Option 31: Weimar and Nazi Germany, 1918–39</p>
Exam Information	<p>3 separate examinations</p> <p><u>Paper 1</u> = 1 hour and 15 minutes (worth 30% of final grade)</p> <p><u>Paper 2</u> = 1 hour and 45 minutes (worth 40% of final grade)</p> <p><u>Paper 3</u> = 1 hour 20 minutes (worth 30% of final grade)</p> <p>No tiering Summer 2018</p>
Grades available	9-1
Controlled Assessment Information	N/A
Careers Information	History is a facilitating subject it opens doors for many different careers. GCSE History is recognised by the Russell Group of universities. Some of the many careers History leads to include architecture, journalism, law, politics, archaeology, teaching and many more.
Further details	http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/9781446907672_GCSE_Lin_History_B_Issue_5_for_WEB.pdf
Staff Contact	Mr D Pearson, Head of History dan.pearson@rmays.com

Subject	BTEC Home Cooking Skills (Equivalent to ½ GCSE)
Subject group	Technology
Exam Board	Edexcel, BTEC
Course Description	<p>Home Cooking Skills has been developed in partnership with chef Jamie Oliver. Students will learn essential knowledge and skills such as:</p> <ul style="list-style-type: none"> ● kitchen basics: what equipment you need and the best way to stock your store cupboard, fridge and freezer ● food safety and hygiene: knife safety, fridge management and rotation ● how to shop cleverly: shopping lists, seasonal food and planning ahead ● preparing ingredients and understanding confusing food labels. <p>There are 2 levels to this qualification:</p> <p>Level 1 Focuses on giving students the skills to prepare delicious and nutritious home-cooked food using fresh ingredients, as well as providing an understanding of the value of passing on cooking knowledge.</p> <p>Level 2 Develops the student's ability to plan and prepare a series of nutritious home-cooked meals for breakfast, snacks, lunch and dinner, and helps them understand how to cook economically.</p>
Exam Information	There is no formal examination but an ongoing portfolio recording evidence of practical and written work will need to be completed to a satisfactory standard.
Grades available	<p>Home Cooking Skills includes two single-unit BTEC qualifications, one at Level 1 and one at Level 2.</p> <p>Level 1 4 Credits equivalent to half a grade D</p> <p>Level 2 6 Credits equivalent to half a grade B</p>
Controlled Assessment Information	N/A
Careers Information	Students can use this qualification as a starting point for college applications to study for Level 1 Professional Certificate in Cookery. Learning to cook meals is a life skill which students can be use to feed themselves and others nutritiously now and in later life.
Further details	http://qualifications.pearson.com/en/qualifications/myskills/btec-home-cooking-skills/about.html
Staff Contact	Mrs S. Tindle, Technology department sue.tindle@rmays.com

Subject	GCSE ICT
Subject group	ICT
Exam Board	Edexcel
Course Description	<p>INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p>The course covers aspects of the digital world that students are familiar with in their daily lives; it is both relevant and interesting to students. The course structure allows us to plan and deliver the units in the way that suits students best. Almost all of the coursework is completed in lessons.</p> <p>The course will help provide you with the ANALYTICAL (thinking), COMMUNICATION (writing, talking, giving presentations) and TECHNICAL skills (using a computer at a high level) that you will need to compete as an active participant in this exciting and dynamic world.</p> <p>It demonstrates that you can use computer skills to access information from a variety of sources and bring them together in a set of practical and interesting computer projects.</p> <p>The course content includes:</p> <ul style="list-style-type: none"> ● Personal digital devices ● Online shopping ● E-safety ● Digital design ● Digital publishing ● Social networking <p>Unit 1: Living in a Digital World Assessment: 1 hour 30 minute examination which currently represents 40% of the final mark for the course.</p> <p>In this unit students explore how digital technology impacts on the lives of individuals, organisations and society. They learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure and shopping and money management, health and well-being and on the move). They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.</p> <p>Unit 2: Using Digital Tools Assessment:</p> <ul style="list-style-type: none"> ● The unit is internally assessed under controlled conditions. ● Students must complete a controlled assessment task comprising four separate tasks (called CABs) provided by the examination board. ● Students must complete the task within 40 hours. ● Marking of the task is carried out by teachers and moderated by the examination board against set assessment criteria. <p>This represents 60% of the final mark for the course.</p>
Exam Information	40% 90 mins in Summer 2018
Grades Available	A*-G

Controlled Assessment Information	60% 2 in year 10 and 2 in year 11
Careers Information	Laying the foundations for your future career is very important. Proving literacy and numeracy skills with English and Mathematics GCSEs is the starting point. Computer literacy, in the modern world, is not very far behind. Studying ICT GCSE will make you more productive in your future studies and will give you the skills to thrive in the world of work.
Further details	
Staff Contact	Mr M. Freeman, Head of ICT mike.freeman@rmays.com

Subject	GCSE Mathematics
Exam Board	Edexcel (tbc)
Subject group	Core, EBACC
Course Description	<p>Number Algebra Ratio, proportion and rates of change (new topic from September 2015) Geometry and Measure Probability Statistics (Data Handling)</p> <p>There is an increase in the content, which has already been introduced into the KS3 syllabus for teaching during year 9. The GCSE Mathematics course will be taught throughout years 10 and 11</p>
Exam Information	<p>100%</p> <p>Options to enter for a Higher or Foundation tier. 3 x 1 hour 30 minutes papers. One non calculator and two calculator papers in the summer of 2018.</p>
Grades available	9-1
Controlled Assessment Information	No controlled assessment for GCSE Mathematics
Careers Information	<p>All academic college courses including A-Levels currently require the equivalent of GCSE grade C (a level 5 on the new grading system). Similarly there are very few jobs for which a grade C (new level 5) or above in GCSE Maths is not one of the criteria for application.</p> <p>Students wishing to study Science courses beyond GCSE will need a minimum of grade B (new level 6) equivalent at GCSE and should seriously consider taking Mathematics AS or A Level.</p>
Further details	All exam boards are currently producing their assessment material. These materials are being evaluated to find the best match to our students' skills and abilities before making a final choice of exam board. The content of the GCSE is identical for all exam boards. As we obtain new information and collaborate with Maths practitioners across the country we continue to update our decisions to ensure that all students at Robert May's School have the opportunity to reach their full potential in this subject.
Staff Contact	<p>Mr B. Bibb, Head of Mathematics brian.bibb@rmays.com</p>

Subject	GCSE Modern Foreign Languages (French, German or Spanish)
Subject group	Languages, EBACC
Exam Board	AQA (French: 8658, German: 8668, Spanish: 8698)
Course Description	Over the two years students will cover the three themes of Identity and culture, Local, national, international and global areas of interest and Current and future study and employment. They will therefore learn how to describe themselves, their friends and family, their leisure activities (including technology in their everyday life), their house and town, social and global issues (such as poverty, homelessness and the environment) and their school life, as well as their part-time jobs and future career plans. Additionally, they will learn how to describe the types of holidays they enjoy and to give details about a past holiday and their plans for their next holiday. Students will also learn how to speak and write about healthy lifestyles.
Exam Information	Students will be entered for either Foundation Tier or Higher Tier, for all exams below. All these exams will take place in the summer term of 2018. Listening: Foundation: 35 minutes Higher: 45 minutes Reading: Foundation: 45 minutes Higher: 1 hour Speaking: Foundation: 7-9 minutes, after 10 minutes of preparation time Higher: 10-12 minutes after 10 minutes of preparation Writing: Foundation: 1 hour Higher: 1 hour 15 minutes
Grades available	9-1
Controlled Assessment Information	N/A
Careers Information	In practically all career areas, a working knowledge of at least one foreign language is a clear asset, particularly for entrance to certain universities. From solicitor to retail buyer, language skills are in demand. More examples of careers where a good qualification in a language is essential: interpreter, secondary school teacher, translator, journalist, diplomatic services, event organiser, marketing or sales executive, media, HR....
Further details	In Year 10, students can take part in a French, German or Spanish exchange in order to practise their language skills further and to develop other many other skills simultaneously. Students may opt to study up to 2 Modern Foreign Language GCSEs. GCSEs in other languages can be taken through Robert May's although study for them will be down to the individual. http://www.aqa.org.uk/subjects/languages/gcse/french-8658 http://www.aqa.org.uk/subjects/languages/gcse/german-8668 http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698
Staff Contact	Mrs C. Fiche, Head of MFL claudine.fiche@rmays.com

Subject	GCSE Music						
Subject group	Performing						
Exam Board	Edexcel						
Course Description	<p>The course explores a selection of pieces from a variety of areas of study. These areas include;</p> <ol style="list-style-type: none"> 1. Instrumental Music 1700-1820 2. Vocal Music 3. Music for Stage and Screen 4. Fusion <p>Students will learn key features of these styles through studying set works from an anthology of music. They will then have a listening examination at the end of the course which will contain extracts from these set works as well as music from unseen works (which will be similar in style to those studied) Students will then be required to answer the related questions. Performance and composition are also studied through these topics and all students who enroll on the course are strongly advised that they should be having individual instrumental music lessons. Students will submit two arrangements or compositions during the course which will be completed in year 11.</p>						
Exam Information	<table border="0"> <tr> <td>Performing (30%)</td> <td>Students have to submit one solo performance of their choice and a performance in a group.</td> </tr> <tr> <td>Composing/Arranging (30%)</td> <td>Students have to submit two compositions/arrangements, both of which need to be related to different topics studied during the course.</td> </tr> <tr> <td>Listening and Appraising (40%)</td> <td>Students sit a listening paper that demonstrates their understanding of the set works covered throughout the course.</td> </tr> </table>	Performing (30%)	Students have to submit one solo performance of their choice and a performance in a group.	Composing/Arranging (30%)	Students have to submit two compositions/arrangements, both of which need to be related to different topics studied during the course.	Listening and Appraising (40%)	Students sit a listening paper that demonstrates their understanding of the set works covered throughout the course.
Performing (30%)	Students have to submit one solo performance of their choice and a performance in a group.						
Composing/Arranging (30%)	Students have to submit two compositions/arrangements, both of which need to be related to different topics studied during the course.						
Listening and Appraising (40%)	Students sit a listening paper that demonstrates their understanding of the set works covered throughout the course.						
Grades available	9-1						
Controlled Assessment Information	All coursework (60%) will be completed by Easter in the second year of the course. The listening paper (40%) is completed in the final term of year 11.						
Careers Information	<p>WHY STUDY MUSIC? If you are motivated, creative and enjoy studying music in all its forms, then this is an ideal subject for you. You will develop your performing and composing skills as well as fine-tuning your ability to analyse and appreciate music of all styles.</p> <p>WHERE CAN MUSIC TAKE ME? Music GCSE is an ideal springboard for students hoping to develop their abilities as a professional musician/composer, allowing access to Music at AS/A2.</p> <p>Careers in Music include performing in many forms, composing for film/television/stage, teaching music (private and otherwise), music therapy, working in the music industry, sound technician, events organiser, politician, lawyer, arts administrator, community arts worker, broadcast assistant.</p> <p>HOW DOES MUSIC FIT INTO MY OTHER STUDIES?</p> <p>Music GCSE is excellent preparation for further education courses in music, but is equally valuable for non-specialists as an enjoyable, rigorous and satisfying</p>						

	music experience for those who want to conclude their musical studies after this point.
Further details	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.coursematerials
Staff Contact	Mrs N. Hills, Head of Music nicola.hills@rmays.com
Additional	Please inform Mrs Hills if you have already, or are intending to take any Associated Board of the Royal Schools of Music Grade 6, 7, or 8 on an instrument or voice before June 2018.

Subject	GCSE Photography
Subject group	Creative
Exam Board	Edexcel
Course Description	<p>Photography and light-based media is mainly centered around digital imaging but can also include works in film, and other light-sensitive materials. Sometimes, techniques and processes are used to convey messages and create works related to other disciplines, such as animations, photographic images in printed journals or light projections.</p> <p>Work in photography should be a means of personal enquiry and expression involving the selection and manipulation of images. Students must use creative approaches which go beyond observation and recording.</p>
Exam Information	<p>40%</p> <p>Mock exam (submitted as coursework) – January – 12 weeks preparation – 10 hr exam</p> <p>Exam - May – 12 weeks preparation – 10 hr exam.</p>
Grades available	9-1
Controlled Assessment Information	<p>60%</p> <p>Throughout year 10 and first term of year 11</p>
Careers Information	<p>There are many careers where a good qualification in Art is necessary. Here are just a few –</p> <p>Animator, Architect, Art editor, Art gallery curator, Art therapist, Cad technician, Ceramics designer-maker, Costume designer, Design engineer, Dressmaker, Exhibition designer, Fashion designer, Fine artist, Florist, Graphic designer, Illustrator, Interior designer, Landscape architect, Makeup artist, Medical illustrator, Naval architect, Photographer, Product designer, Set designer, Signwriter, Textile designer, Web designer</p>
Further details	http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/GCSE_Art_Design_Spec_2012.pdf
Staff Contact	<p>Mr T. Peters, Head of Art</p> <p>tony.peters@rmays.com</p>

Subject	Physical Education
Subject group	Performing (Practical) and Theory
Exam Board	Edexcel
Course Description	This course is made up of 60% theory and 40% practical. The theory side of the course covers everything from Sports Psychology to Applied Anatomy and Physiology. Whilst during the practical section of the course you have to be assessed in three different sports plus write and carry out your own Personal exercise plan.
Exam Information	<p><u>Written examination: 1 hour and 45 minutes 36% of the qualification</u> Topic 1: Applied anatomy and physiology • Topic 2: Movement analysis • Topic 3: Physical training • Topic 4: Use of data</p> <p><u>Written examination: 1 hour and 15 minutes 24% of the qualification</u> Topic 1: Health, fitness and well-being • Topic 2: Sport psychology • Topic 3: Socio-cultural influences • Topic 4: Use of data</p> <p><u>Non-examined assessment: internally marked and externally moderated 30% of the qualification 105 marks (35 marks per activity)</u> Skills during individual and team activities • General performance skills in 3 activities</p> <p><u>Non-examined assessment: internally marked and externally moderated 10% of the qualification 20 marks</u> Aim and planning analysis • Carrying out and monitoring the PEP • Evaluation of the PEP</p> <p>Written examinations are non tiered and will be first taken in summer 2018 Non examined assessment is continuous throughout the course.</p>
Grades available	9-1
Controlled Assessment Information	<p>40% of the course is controlled assessment.</p> <p>The performance in 3 sports is ongoing over the 2 years with an external moderation around Easter of Yr 11.</p> <p>The planning and performing of the PEP is conducted during Autumn term Yr 11 (Nov/Dec)</p>
Careers Information	As well as being the ideal preparation for the A Level Physical Education course, GCSE Physical Education allows for progression to related vocational qualifications, such as BTEC Firsts and Nationals in Sport or Sport and Exercise Sciences. The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include further training in areas such as Sports Psychology, Sports Science, Physiotherapy, PE teaching, recreational management, leisure activities, coaching, officiating, the fitness industry, the armed forces and the Civil Service.
Further details	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html http://www.afpe.org.uk/index.php
Staff Contact	Mr Grigg, Head of PE matt.grigg@rmays.com

Subject	GCSE Religious Studies (Ethics and Philosophy)
Subject group	Core
Exam Board	WJEC-Eduqas
Course Description	<p>Pupils will study Religious, Philosophical and Ethical Studies (50% of the course).</p> <p>Theme 1: Issues of Relationships Theme 2: Issues of Life and Death Theme 3: Issues of Good and Evil Theme 4: Issues of Human Rights.</p> <p><u>They will also study Christianity (25% of the course)</u> The nature of God, Creation, Jesus Christ, Salvation, The afterlife</p> <p><u>Finally they will study Islam (25% of the course)</u> Allah, Risalah (Prophethood), The Akhirah (Afterlife), Foundations of faith, The Five Pillars of Sunni Islam, Ten Obligatory Acts of Shi'a Islam, Muslim practices, Jihad, Festivals.*</p> <p>*subject to change as we await accreditation from the examination boards.</p>
Exam Information	<p><u>Component 1:</u> Religious, Philosophical and Ethical Studies (50% of the course). 2 hour exam</p> <p><u>Component 2:</u> Christianity (25% of the course) 1 hour exam</p> <p><u>Component 3:</u> Islam (25% of the course) 1 hour exam</p> <p>All to be taken at the end of Summer 2018.</p>
Grades available	9-1
Controlled Assessment Information	There is no controlled assessment for this course.
Careers Information	<p>Religious Studies can be useful for the following careers: law, travel, advertising, human resources, diplomacy, publishing, journalism, the media, medicine, social work and teaching.</p> <p>GCSE RE can help in A/AS level: English, Geography, History, Sociology, Law etc.</p>
Further details	http://www.eduqas.co.uk/qualifications/religious-studies/gcse/
Staff Contact	Mrs R. Calam, Head of RE rachel.calam@rmays.com

Subject	GCSE Combined Science: Trilogy
Subject group	Science
Exam Board	AQA
Course Description	This course takes a logical and coherent journey through a series of scientific topics. It includes topics from biology, chemistry and physics. The biology topics are cell biology, cell organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution and ecology. The chemistry topics are atomic structure and the periodic table, bonding structure and the properties of matter, Quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources. The physics topics are force, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, atomic structure.
Exam Information	The exams will be 6 papers (2 biology, 2 chemistry and 2 physics) and each paper will be 1.15 hours long. Their will be foundation and higher tiers and exam papers will be equally weighted at 16.7% of the exam.
Grades available	Combined science will have a 17 point scoring system from 9 - 9 to 1 - 1. Students could get a 9 - 8 or a 2 - 1.
Controlled Assessment Information	Students will not have a controlled assessment. However, students will need to carry out a series of core experiments as part of their GCSE exam and these will need to be recorded. The techniques involved in these experiment may be examined as part of the 1.15 minute exams.
Careers Information	Many students at RMS go on to study Science at college and go on to careers involving Science. Some examples of careers which require a good scientific background are medicine, teaching, research, electrician, engineer, environmental scientist and computer scientist.
Further details	http://www.bbc.co.uk/education/subjects/zrkw2hv
Staff Contact	Jenny.robinson@rmays.com

Subject	GCSE Combined Science: Biology, Chemistry and Physics. This will only be available to students who opted to study triple science at the end of Year 8.
Subject group	Science
Exam Board	AQA
Course Description	This course takes a logical and coherent journey through a series of scientific topics. Students will achieve a GCSE Biology, Chemistry and Physics at the end of the course. The biology topics studied during GCSE Biology are cell biology, cell organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution and ecology. The chemistry topics are atomic structure and the periodic table, bonding structure and the properties of matter, Quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources. The physics topics are force, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, atomic structure.

Exam Information	The exams will be 6 papers (2 biology, 2 chemistry and 2 physics) and each paper will be 1.45 hours long. Their will be foundation and higher tiers for all exams. There are two papers each worth 50% for each subject.
Grade	Combined science will have a 9 point scoring system. The students will receive three grades (one for each of biology, chemistry and physics)
Controlled Assessment Information	Students will not have a controlled assessment. However, students will need to carry out a series of core experiments as part of their GCSE exam and these will need to be recorded. The techniques involved in these experiments may be examined as part of the 1.15 minute exams.
Careers Information	Many students at RMS go on to study Science at college and go on to careers involving Science. Some examples of careers which require a good scientific background are medicine, teaching, research, electrician, engineer, environmental scientist and computer scientist.
Further details	http://www.bbc.co.uk/education/subjects/zrkw2hv
Staff Contact	Jenny.robinson@rmays.com

Subject	Science - Cambridge Nationals in Science - Level 1 and 2
Subject group	Science
Exam Board	OCR
Course Description	This is a vocational qualification which helps students to gain a solid foundation in understanding and applying this subject in their future lives. There are three modules RO71 which studies how biology, chemistry and physics impact our lives. RO72 which explains how scientific ideas have developed and RO73 which explains how scientists test their ideas.
Exam Information	RO71 and RO73 are internally assessed unit. RO72 is externally assessed with an exam. This exam is worth 25% of the qualification.
Grades available	Students can achieve Level 1 pass, merit or distinction or level 2 pass, merit or distinction. Exceptional students have the opportunity to get D*.
Controlled Assessment Information	Two units are internally assessed units and use a series of assignments to assess student understanding.
Careers Information	The Cambridge Nationals in Science reflects the skills that students need to gain employment. These skills are independence, creativity, analytical skills and communication skills.
Further details	Students will gain a solid foundation in understanding scientific concepts but it will not be deep enough to study science at a higher level.
Staff Contact	Jenny.robinson@rmays.com

Subject	GCSE Textiles
Subject group	Creative
Exam Board	Edexcel
Course Description	<p>Textile design involves creation, selection and manipulation across a variety of practices. Contemporary practice is often a hybrid activity that brings together different features of textile disciplines, using combinations of different disciplines freely and often embracing both traditional and contemporary technologies.</p> <p>The tools used in textile design are wide ranging, encompassing traditional handcrafts, for example hand embroidery and sewing machines. The course allows students to use both natural and manufactured materials, including paper, wire, tissue, gauze, plastics, recycled packaging and cloths such as silk, wool, cotton, polyester and hessian. These are used to address aspects of design in fashion, sculpture and fine art.</p>
Exam Information	<p>40%</p> <p>Mock exam (submitted as coursework) – January 2017 – 12 weeks preparation – 10 hr exam</p> <p>Exam - May 2017 – 12 weeks preparation – 10 hr exam.</p>
Grades available	9-1
Controlled Assessment Information	<p>60%</p> <p>Throughout year 10 and first half of year 11</p>
Careers Information	<p>There are many careers where a good qualification in Art is necessary. Here are just a few –</p> <p>Animator, Architect, Art editor, Art gallery curator, Art therapist, Cad technician, Ceramics designer-maker, Costume designer, Design engineer, Dressmaker, Exhibition designer, Fashion designer, Fine artist, Florist, Graphic designer, Illustrator, Interior designer, Landscape architect, Makeup artist, Medical illustrator, Naval architect, Photographer, Product designer, Set designer, Signwriter, Textile designer, Web designer</p>
Further details	http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/GCSE_ArtDesign_Spec_2012.pdf
Staff Contact	Mr T. Peters, Head of Art tony.peters@rmays.com

CURRICULUM STATEMENT**SPRING 2016****CHOICES FOR YEARS 10 AND 11, SEPTEMBER 2016 – JULY 2018**Student's Name _____ Tutor Group **9**_____

Everyone will study English, English Literature, Mathematics, Science, Religious Studies (Ethics), PSHEE, and PE. Further to this you will need to choose one subject from Option A and 3 from Options B.

Remember to keep your options as broad as possible and to pick subjects you enjoy and can do well. Please enter your Option B choices in order of preference with choice 1 being the most important subject to you.

<p>Option A, Science: Pick 1 GCSE Triple Science (3 GCSEs)</p> <p>GCSE Double Science (2 GCSEs) (Core Science and Additional Science)</p> <p>OCR Nationals (1 or 2 GCSEs equivalent)</p>	<p>Choice</p> <p>_____</p>
<p>Option B: Pick 3 and 1 reserve</p> <p>Creative GCSE Art and Design GCSE Fine Art GCSE Photography GCSE Textiles</p> <p>ICT GCSE Computer Science (EBACC) GCSE Information Technology</p> <p>Humanities GCSE History (EBACC) GCSE Geography</p> <p>Languages GCSE French (EBACC) GCSE German GCSE Spanish</p> <p>Performing GCSE Drama GCSE Music GCSE PE</p> <p>Technology GCSE Engineering GCSE Product Design CAD/CAM GCSE Food Prep and Nutrition GCSE Child Development BTEC Home Cooking Skills</p> <p>Vocational Level 1 Vocational Studies (Further details available at Parents' Evening)</p>	<p>Choices (in order of preference)</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Reserve Choice</p> <p>4. _____</p> <p>You must pick a reserve choice.</p> <p>Your reserve choice will only be used if it is impossible to accommodate your main three choices.</p> <p>Students with statements of special educational needs may choose Learning Support as one of their 3 options.</p>

Signed: _____ (Student) _____ (Parent) Date: _____