



EXCELLENCE • LEARNING • LEADERSHIP  
**KING RICHARD**  
SCHOOL

# GCSE Options

**September 2019 - June 2021**



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**ST JOHN'S & KING RICHARD**  
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# Options: Introduction

Dear Parents/Guardians,

As you know, for their first three years at King Richard School all pupils take essentially the same wide range of subjects. This is intended both to lay the foundations of a broad general education and to give pupils at least some experience on which to base their choice of courses in the upper school.

At this stage in their school career, pupils must now choose from a range of subjects, which together with English, Mathematics and Science will form their GCSE examination courses. The construction of a study programme is very much a matter for the individual and before final decisions are made a good deal of consultation has to take place. It is virtually impossible to put down on paper all the factors involved in making appropriate choices but it is hoped that this booklet will enable discussion to be concentrated on specific needs, interests and aspirations.

In weighing possibilities, pupils and parents are advised to keep in mind the following points:

1. The needs of the pupil in the light of future career requirements. Please do consult the careers service based in the school on any matter related to entrance requirements for particular careers.
2. The importance of preserving a reasonable balance between the main subject areas. Our Option Scheme is constructed in such a way as to ensure that each pupil takes a course in the main areas recommended within the National Curriculum but it is still important to choose subjects that will keep as many career doors open for as long as possible.
3. The interest and enjoyment of the subject for the pupil. To choose a course because one likes the subject, all other things being equal, is a perfectly valid reason.
4. The ability and aptitude of the pupil in regard to a particular subject. Here care must be taken as some pupils underestimate their capabilities, whilst others take too casual a view of the difficulties inherent in some subjects.
5. All courses listed are scheduled to run for two years. This means that they cannot normally be completed before the end of June in Year 11. This can create problems in a service environment. If you know that you will be posted during the next two years you should bear the following in mind:
  - a) MOD Schools in Germany have a similar option system, with additions in the larger schools; therefore if you are likely to be posted to Germany please seek advice from us so that choices can be made which conform to that pattern.
  - b) If you are to be posted to the UK remember that it is extremely unlikely that our option pattern will be exactly the same but because of the National Curriculum it is likely to be quite similar to the new school. However, it is important to keep subject choices to the most common subjects in order to ensure a reasonable chance of continuity. We will also contact the new school for you if you wish.
6. It will be appreciated that instances can arise where a "perfect" fit in terms of choice cannot be obtained. This is true irrespective of the size of a school but we are confident that the entry requirements for all of the normal range of careers can be gained through our scheme. Indeed, we feel we offer as wide a range of subjects as that offered in most UK Schools.

# Options: Questions & Answers

As a Year 9 student, the time has come for you to take part in planning your programme of study for the next two years.

## What should I think about?

- What your strengths and weaknesses are.
- Which subjects you enjoy.
- Which subjects you will need in the future.
- What you want to do when you are 16.

## Who can help me choose?

- Your parents
- Your teachers in school
- Your Tutor
- Ms Moloney – The Careers Officer
- Mr Sproson, Mr Burvill

## How do I find out what is available?

- Study this booklet carefully
- Talk to all those who can help
- Think carefully for yourself

## What do I do then?

Attend the Options and Parents' Afternoon on Tuesday 12<sup>th</sup> March, then hand your completed 'Options' form to your form tutor by **Friday 16<sup>th</sup> March**.

It should be pointed out that if a course is described here, **it does not mean that it will be offered**. If only a few students opt for a course or there are last minute changes to staffing, we may not be able to offer it. However, we will do our very best to ensure that all options will be available.

# The Careers Adviser

Please feel free to consult the Careers Adviser, Miss Moloney, based in the school on any matter related to the options process and career planning. Some students have a clear idea of what they would like to do in the future and how to achieve their goals but many do not and it is also likely that as students' knowledge and experience widens their plans and ideas may change. A discussion with the Careers Adviser about GCSE options and future pathways can be helpful in alleviating any fears students may have about how their current choices may affect their future careers. Miss Moloney will meet with students throughout their GCSE courses to discuss issues including further education, work with training and career planning. Parents are welcome to attend all careers interviews and will be advised in advance of scheduled appointments during years 10 and 11.

The Careers Adviser can be contacted on Tel: 99614273 should you or your child wish to speak to her during the options process.

## The EBacc (or English Baccalaureate)

The Government has introduced a new measure for schools - the English Baccalaureate or 'EBacc'. In order to achieve the EBacc pupils must study English, Mathematics, 2 Sciences, a Modern Foreign Language and History or Geography (6 specific GCSE qualifications in total). There is **no certificate** available for students attaining this measure.

At King Richard School, our curriculum provision includes the EBacc subjects (a Modern Foreign Language, Double Science, Computing History and Geography), all of which are very popular subjects. We are committed to the successful delivery of all of our courses and are rightly proud of the achievements of our students past, present and future.





# Changes to GCSE Grading

From 2018 most GCSE subjects will be graded 9 – 1, with 9 being the highest grade. The table below shows a comparison between the previous grading system (A\*-G) and the new grading system (9-1).



Department  
for Education

## Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	
7	
6	B
⑤ <b>STRONG PASS</b>	
④ <b>STANDARD PASS</b>	
3	C
2	D
1	E
U	F
	G
	U



# Options: Calendar of Events

The following calendar of events is designed to help you stay on track during the options process. If, for some reason, you are likely to miss any of the dates below then please contact the school so that alternative arrangements can be made.

## OPTIONS PROCEDURE 2018/19

DATE	DETAILS
Jan 2019	Straw Poll to parents & Y9 students
Friday 8 <sup>th</sup> March	Parents of Year 9 Pupils receive; <ul style="list-style-type: none"> <li>• Year 9 Report</li> <li>• KRS option booklet issued which contains useful information regarding the GCSE curriculum for the school.</li> </ul>
Tuesday 12 <sup>th</sup> March	Options afternoon and Parents' Afternoon. A brief meeting at 1430 to explain the options procedure and the GCSE curriculum structure at KRS, followed by the chance to discuss GCSE subjects with your child's teachers.
Friday 16 <sup>th</sup> March	Final student option choices returned to tutors.
Wednesday 4 <sup>th</sup> September	GCSE courses start.



# Options: The Curriculum in Years 10 & 11

The Curriculum for Years 10 and 11 aims to give pupils access to specific skills and bodies of knowledge necessary to prepare them for life as adults, able to pursue responsible and active participation in our society. This curriculum must provide an education related as closely as possible to our counterparts in the United Kingdom. These two years should be seen as an integral unit of study, leading to assessment and the subsequent awarding of GCSE certificates.

The curriculum for each pupil will contain the following elements:

## a) Core Curriculum

English - 8 periods  
 Mathematics - 8 periods  
 Science (Dual Certification) - 10 periods  
 Physical Education - 4 periods  
 Religious Citizenship & Personal and Social Education - 1 period



## b) Optional GCSE Subjects

Optional Subjects are taught for 5 lessons per fortnight. Our option blocks allow all pupils to choose a broad, balanced curriculum of academic and creative subjects.

**EBacc Pathway:** We advise pupils on the Mastery Plus, Excelling or Excelling Plus Pathway at KS3 (or those who achieved above a 4b in English and Maths at KS2) to include a modern language (French or Spanish) and either History or Geography in their option choices.

**Progress 8 Pathway:** Pupils on the Securing, Securing Plus or Mastery pathways at KS3 (below 4b in English and Maths at KS2) must select at least one starred subject from any of the option blocks. They can also opt to take the English Baccalaureate explained above.

Pupils should choose one subject per option block:

Block A	Block B	Block C	Block D
Geography*	Spanish*	Music	Art
H&S	History*	Physical Education	Drama
	RE	DT: Engineering	Food
		Textiles	French*
		Computing*	Business



# Contents

<b>Core Subjects</b>	<b>Page</b>
Mathematics	9
English Language and Literature	10
Combined Science (Trilogy)	11
Physical Education	12
SMSC	13
<b>Optional Subjects (Choice of 4)</b>	
Computer Science	14
History	15
Geography	16
MFL (French and German)	17
Drama	18
RSL Music Practitioner Level 2	19
Art & Design	20
Physical Education	21
D&T: Food Preparation and Nutrition	21
D&T: Engineering	23
Art & Design: Textile Design	24
Business Studies	25
Religious Studies	26
Health and Social Care	27



# Core: Maths

## GCSE Mathematics Grades 9 - 1

### Examination Board: EDEXCEL Linear Mathematics (1MA1)

#### EBacc - Yes

The new GCSE will follow the two tiers;

- Foundation tier, where grades 1 up to 5 may be achieved, and
- Higher tier, where grades 4 up to 9 are possible.

The pupils are taught in sets and the level of work is selected to suit their ability. Year 9 test results and teacher assessments give excellent guidance as to which set is best for each pupil.

The content of GCSE Mathematics is grouped into the topic areas of Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability and Statistics.

The GCSE will be entirely assessed by three written examinations at the end of Year 11. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long. Each paper has 80 marks and has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

It is, therefore, essential that each student has their own calculator.

There is no coursework or controlled assessments in this GCSE. This means that “using and Applying mathematics” is now assessed through examination.

The aims and objectives of this course in Mathematics are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- acquire, select and apply mathematical techniques to solve problems.
- reason mathematically, make deductions and inferences, and draw conclusions.
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

If you wish to have more information about the GCSE Mathematics please visit the EDEXCEL website or contact a mathematics teacher at the school.

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# Core: English

GCSE English Grades 9-1

Examination Board: English Language AQA - English Literature AQA

EBacc - Yes

All students will be entered for AQA GCSE English Language and English Literature. This will lead to two separate GCSE qualifications. Both courses are assessed entirely by external examinations which take place at the end of Year 11.

A separate grade will be awarded for Spoken Language. This element of the course will be assessed internally. This does not contribute to the award of the final GCSE grade.

## Subject Name: English Language

Students will sit two examination papers at the end of Year 11.

**Paper 1:** Explorations in Reading and Writing (50%)

**Paper 2:** Writers' viewpoints and perspectives (50%)

## Subject Name: English Literature

Students will sit two examination papers at the end of Year 11

**Paper 1:** Shakespeare and the 19<sup>th</sup> Century Novel (40%)

**Paper 2:** Modern Texts and Poetry (60%)

**Spoken Language** (for which a separate grade will be awarded)

- Presenting
- Responding to questions and feedback
- Use of Standard English



English Language	English Literature
<b>The course requires students to study:</b>	<b>The course requires students to study:</b>
<b>Literary fiction</b> - extracts from novels and short stories from the 20th or 21st centuries focusing on how writers use narrative and descriptive techniques to capture the interest of readers.	<b>Shakespeare</b> – Students study one play by Shakespeare from a prescribed list.
<b>Narrative and Descriptive Writing</b> - how to produce original narrative or descriptive writing.	<b>The 19<sup>th</sup> Century Novel</b> – students study one complete novel from a prescribed list.
<b>Non-fiction and literary non-fiction</b> - articles, reports, essays, travel writing, accounts, letters, diaries, reports, autobiography and biographical passages.	<b>Modern Texts</b> – students study <b>either</b> a modern prose <b>or</b> modern drama text
<b>Writing to present a viewpoint</b> - how to produce original writing which presents a point of view.	<b>Poetry</b> – students study a cluster of poems from an AQA Anthology
	<b>Unseen poetry</b> – students will be required to develop the skills to answer questions on unseen poetry.

Anyone interested in finding out more can download the draft specifications from the AQA website:

**[aqa.org.uk/english for everyone](http://aqa.org.uk/english-for-everyone)**

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# Core: GCSE Combined Science

## (Trilogy)

**GCSE Combined Science (Trilogy).**

**Grade Scale of 17 points (9 - 9, 9 - 8 through to 2 - 1, 1 - 1)**

**Examination Board: AQA**

**EBacc - Yes**



This double award is equivalent to two GCSEs and covers much of the same content as previous GCSE Sciences offered. Summary of Content:

<b>Biology</b> <ul style="list-style-type: none"> <li>• Cell Biology</li> <li>• Organisation</li> <li>• Infection &amp; Response</li> <li>• Bioenergetics</li> <li>• Homeostasis &amp; Response</li> <li>• Inheritance, Variation &amp; Evolution</li> <li>• Ecology</li> </ul>	<b>Chemistry</b> <ul style="list-style-type: none"> <li>• Atomic Structure &amp; the Periodic Table</li> <li>• Bonding, Structure &amp; the Properties of Matter</li> <li>• Quantitative Chemistry</li> <li>• Chemical Changes</li> <li>• Energy Changes</li> <li>• The Rate &amp; Extent of Chemical Change</li> <li>• Organic Chemistry</li> <li>• Chemical Analysis</li> <li>• Chemistry of the Atmosphere</li> <li>• Using Resources</li> </ul>
<b>Physics</b> <ul style="list-style-type: none"> <li>• Forces</li> <li>• Energy</li> <li>• Waves</li> <li>• Electricity</li> <li>• Magnetism &amp; Electromagnetism</li> <li>• Particle Model of Matter</li> <li>• Atomic Structure</li> </ul>	<b>Exams</b> <p>Six papers all 1 hour and 15 minutes, two on Biology, two on Chemistry and two on Physics. Each paper worth 16.7% and out of 70 marks. No coursework.</p>

In Science we try to improve student skills so they can use their knowledge and understanding to pose scientific questions and define scientific problems, plan and carry out investigative activities, including appropriate risk management, in a range of contexts, collect, select, process, analyse and interpret both primary and secondary data to provide evidence and evaluate their methodology, evidence and data.

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# Core: Physical Education

## Not examined

Physical Education in Key Stage 4 develops students' competence and confidence to take part in a range of physical activities that will hopefully become a central part of their lives, both in and out of school.

Our PE curriculum enables all students to enjoy and succeed in many kinds of physical activity. Students will work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, students will learn how to be effective in competitive, creative and challenging situations. Discovering what they like to do will help students make informed choices about lifelong physical activity.

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# SMSC



## Spiritual, Moral, Social and Cultural Programme

### Not examined

We aim to enhance and enrich the lives of young people by enabling them to make the most of outstanding learning opportunities within and beyond the curriculum; instilling an appreciation that there are no limits to what they can achieve and developing the attributes needed to successfully shape and respond to the future. Core RE, PSHE and Citizenship education is delivered during a designated lesson SMSC each fortnight and is fully embedded in all aspects of school life.

A rolling programme has been devised to ensure that students do not experience the same content over and over again and that we are free to address issues as they arise. Revisions each year are informed by a thorough evaluation of previous practice, including feedback from students, parents, carers and staff. It is a dynamic programme that is continuously reviewed, improved and changed according to the current needs of the students.

The delivery model provides opportunities for a range of different approaches, including specialist teams of nurses, military police and career guidance professionals. This means that provision is sufficiently flexible to meet the individual needs of different students and year groups.

Selected themes and topics of the Key Stage 4 programme are outlined below:

- Sexual Relationships Education including visiting specialists e.g. school nurse
- Enterprise, Money Management & Economic Independence
- Study Skills & Stress Management, Setting Goals & achieving targets
- Careers Education—Specialist Information, Advice & Guidance opportunities
- Rights & Responsibilities, CEOP & E-safety, young people and the law, risk-taking behaviours.
- Personal Development including managing mental and emotional health developing a growth mind set, resilience, how to utilise services in the local community and beyond
- Identity & Diversity including FGM awareness
- Prejudice & discrimination including Islamophobia, Prevent strategy and LGBT support
- Contemporary ethical issues e.g. migration, euthanasia and controversial current affairs

### Assessment:

The curriculum model aims to meet all individual, group and local needs via this multi-faceted approach. To enable this to work, teachers and students are regularly consulted on the content ensuring flexibility in the material covered and that it is up-to-date and relevant. This fluid, dynamic and evolving model is constantly reviewed and revised to ensure that provision is of the highest quality. A range of visiting speakers and representatives are invited to meet with students to broaden their experience and pose questions directly.

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# Options: GCSE Computer Science

**GCSE Computing Science Grades 1 - 9**

**Exam Board: OCR**

**EBacc - Yes**

This new course counts as a science option in the EBacc measure in secondary school performance tables. This means that a student who sits any three of the four separate sciences (Biology, Physics, Chemistry and Computing Science) and achieves a grade 6 or higher in two of them will fulfil the science requirement of the EBacc.

## **Content overview**

### **Component 01: Computer Systems**

Introduces students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

### **Component 02: Computational Thinking, Algorithms and Programming**

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation. The skills and knowledge developed within this component will support the learner when completing the component 03 programming project.

### **Programming Project**

Students use OCR Programming Project tasks to develop their practical ability in the skills developed in components 01 and 02. They will have the opportunity to define success criteria from a given problem, and then create suitable algorithms to achieve the success criteria. Students then code their solutions in a suitable programming language, and check its functionality using a suitable and documented test plan. Finally they will evaluate the success of their solution and reflect on potential developments for the future.

Students receive 20 hours timetabled time to complete their Programming Project. The Programming Project does not count towards a candidate's final grade, but is a requirement of the course.

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# Options: GCSE History

**GCSE History Grades 9 - 1**  
**Examination Board: Edexcel**  
**EBacc - Yes**

## Why study History at GCSE?

History gives you the opportunity to understand the world around you and how it came into being. Studying History also provides you with a wide variety of skills, during the course you will become highly skilled at testing evidence, making judgements and interpreting why people hold the views they do. The History GCSE also provides the opportunity to see people at their very best and their very worst, in their moments of triumph and despair.

## What can the study of History lead to?

The study of History can open up a number of doors. It can offer a career as a working historian, further study and a career in academia, journalism, law and a career in education. A wide range of other career options are available due to the transferrable skills acquired during the study of History.

## What will be studied?

The History GCSE we offer at King Richard School is from Edexcel. The following areas will be studied:

1. The Development of Medicine since 1250AD
2. The Medicine of the Western Front
3. Nazi Germany 1919 to 1939
4. A study of the American West
5. The Norman Conquest

## How will I be assessed?

- |                |                                                                                                                             |
|----------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Paper 1</b> | Thematic study and study of the historical environment (Medicine) - 30% of total qualification – Source and knowledge based |
| <b>Paper 2</b> | Period study and British depth study (American West and Norman Conquest) - 40% of total qualification - Knowledge based     |
| <b>Paper 3</b> | Modern Depth Study (Nazi Germany) - 30% of total qualification - Source based                                               |

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# Options: Geography

**GCSE Geography Grades 9 - 1**  
**Examination Board: Edexcel B – 1GB**  
**EBacc - Yes**

## Why Study Geography?

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun. There are so many ways of learning in geography. It is very practical with opportunities to learn new skills such as modern computer based mapping (called GIS), map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques.

You will improve your literacy through your report writing and written work and make practical use of your numeracy skills when you interpret data and construct graphs.

Fieldwork, or working outside the classroom is a really important part of geography. Whether you go locally or get the chance to travel further away it will be a brilliant opportunity to experience some of the things you have learnt about in class, see things differently and of course have fun. There has never been a better time to study geography so make the choice to go places with geography by taking geography at GCSE.

## How will I be assessed?

**Component 1:** Global Geographical Issues

Written examination: 1 hour and 30 minutes 37.5%

**Component 2:** UK Geographical Issues

Written examination: 1 hour and 30 minutes 37.5%

**Component 3:** People and Environment Issues – Making Geographical Decisions

Written examination: 1 hour and 30 minutes 25%

## What will I learn?

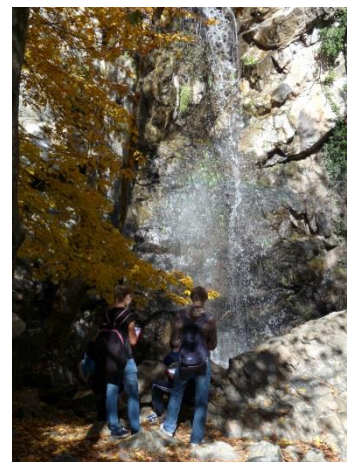
- Hazardous Earth
- Climate
- Coastal Change & Conflict
- UK Environments
- Rivers Processes & Pressures
- Challenge of Urbanising World
- Development Dynamics
- People, Forests and Energy

## What skills will I need to be successful?

- Atlas and map & Graphical skills - *Maps*
- Data and information research and investigative skills - *ICT*
- Cartographic & Graphical skills - *Graphs*
- Literacy, Numerical & Statistical skills - *English & Maths*

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# Options: MFL

**GCSE French and Spanish**  
**Grades 1-5 (Foundation), Grades 4-9 (Higher)**  
**Examination Board: Edexcel**  
**EBacc - Yes**

## Why study a foreign language?

- 94% of the world's population does not speak English as their first language.
- It is a multilingual world - 300 languages are spoken in London alone.
- According to recruitment agencies, salaries are 8-20% higher for those with an additional language.
- More than 60% of British trade is with non-English speaking countries.
- It can make travel and leisure more exciting and interesting.
- Employers rank foreign language skills as second only to IT when it comes to finding the right candidate, according to a recent survey.

## Where will languages take you?

Translating and Interpreting  
 Journalism  
 Health & Social Work

Teaching  
 Travel and Tourism  
 Engineering

The Armed Forces  
 Retail and Wholesale  
 Banking and Finance

## GCSE topics include:

### Identity and culture

- Family and friends, technology, free-time activities, customs and festivals

### Local, national, international and global areas of interest

- Home, town, social and global issues, travel and tourism

### Current and future study and employment

- Life at school, post-16 education, career choices and ambitions

## Assessment:

Foundation and Higher tiers are available. At the end of Year 11, pupils sit the following exams:

Paper 1: Listening 25% of GCSE.

Paper 2: Speaking 25% of GCSE.

Paper 3: Reading 25% of GCSE.

Paper 4: Writing 25% of GCSE.

## What sort of pupils do well at GCSE languages?

Pupils who...

- ..have a good memory for learning vocabulary.
- ..like to communicate.
- ..are interested in foreign cultures and want to travel.
- ..understand grammar rules.
- ..scored well in the end of unit assessments in Years 7, 8 & 9.



**Contact: Miss A Hill**

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# Options: Drama

**GCSE Drama Grades 9 - 1**

**Exam Board - Edexcel**

**EBacc - No**

## Why take this subject?

The smell of the greasepaint... The roar of the crowd... If practical performance work appeals to you, join the GCSE Drama class.

But it's not just for would-be actors: GCSE Drama shows that you are a good team-worker; that you have discipline, commitment and reliability as well as critical insight, analytical skills and an ability to present yourself - all qualities which will stand you in good stead in further education, training or employment.

## What's the course like?

GCSE Drama is a mainly practical course, with three elements:

- Creating drama
- Performing drama
- Responding to drama

During the course, students can expect to:

- Take part in practical lessons in stagecraft and individual acting skills.
- Devise and perform their own plays.
- Perform plays from published scripts.
- Learn to analyse their own and others' performances.
- Watch a range of professional live theatre productions



## How is it assessed?

### Practical Performance (60%):

- Devising and evaluating your own performance (40%)
- Performing extracts from plays chosen by you in consultation with the teacher (20%)

### External Assessment (exam) (40%):

Three questions in which you analyse and evaluate drama literature and how it can be performed in different contexts.

GCSE Drama is a demanding course with an emphasis on performance.

**Contact: Mrs H Field**

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# Options: RSL Music Practitioner (L2)

**Examination Board: RSL Music Practitioner Qualification Level 2 (equivalent to 1 GCSE)**

**EBacc – No**

## Course Description

This course is based around learning through practical activities through the completion of a number of extended projects. The course is designed for students who can either play a musical instrument or sing and would like to develop their performance skills, or students who prefer to work with music technology to produce or compose music. Students will build a portfolio of evidence based around three different units of work which will be externally assessed at the end of the course. Students can choose to specialise in one of three pathways: performance, technology or composing. They will study one core unit for their chosen pathway, and then choose a further two units from a long list of options. The course gives students hands-on experience of a range of careers in the music industry.

## Progression

This level 2 qualification can lead directly onto a number of level 3 qualifications, such as BTEC National Diploma and Level 3 Music Practitioners. The qualification also provides a route to further academic study through AS/A Levels. Many students who complete vocational qualifications in music go on to study music at college and university, whilst others have gained employment in arts related careers.

Pathways	Performing	Technology	Composing
Core unit	Live Performance	Live sound recording	Composing music (solo)
Optional Units	Rehearsal Skills	Music Sequencing using computer software	Composing Lyrics
	Recorded Performance	Digital recording and Production	Remixing music
	Instrument study	Using a DAW (digital audio workstation)	Harmony application
	Organising a musical event	Podcast Production	Recorded Performance
	Music Style Development	Composing music (style)	
	Listening to Music		

## Is this course for you?

The RSL Music Practitioner qualifications are for learners who are passionate about music and want to develop their skills in the core elements of the Music Industry.

## Please Note:

Either GCSE Music or RSL Music Practitioner Level 2 will be offered (not both), depending on pupil choices.

**Contact: Mr J Greenwell**

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# Options: Art & Design

GCSE Art & Design Grades 9 - 1

Examination Board: AQA (42012)

EBacc - No

Students must complete two years' full-time study at Key Stage 4.

## Aims of the course:

Students will:

- Develop the skills to investigate, analyse and experiment using art, craft and design.
- Develop their imaginative powers and the skills to express their ideas, feelings and meanings.
- Develop an understanding of the language and conventions of art and design and an understanding of the place of art, craft and design in history and society.

## What is the course like?

The Art and Design course has been designed to encourage an adventurous and enquiring approach to art and design. Students should demonstrate an understanding of past and contemporary art and design practice, and be able to produce artwork that embraces a range of ideas. This GCSE course sets out to reward positively the actual achievements of each student.

## How will I be assessed?

Assessment consists of two main sections: coursework = 60% of marks and the externally set assignment = 40% of marks.

Students will be required to complete one unit of coursework, addressing all four assessment objectives. The externally set assignment will consist of a 10 hour timed test based on different themes. The paper will be given to students in advance of the examination date in order for preparatory work to be completed.

Assessment of all work is internally marked and externally moderated.

Both the coursework unit and the externally set assignment must include a work journal. Homework is regularly set and will form an integral part of the coursework.

It is expected that all students on this GCSE course will have a selection of drawing and painting materials at home.

A more detailed list can be obtained from the Art & Design department.

**Contact: Mr M Westall**

**[mwestall@kingrichardschoolcyprus.com](mailto:mwestall@kingrichardschoolcyprus.com)**







# Options: Physical Education

GCSE Physical Education Grades 9 - 1

Examination Board: EDEXCEL

EBacc - No

GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and well-being.

## How will I be assessed?

There are 4 main components that together form the final assessment

Component 1: Fitness and Body Systems

Component 2: Health and Performance

Component 3: Practical Performance

Component 4: Personal Exercise Programme

**Components 1 and 2** are theory based and account for 60% of the total marks.

**Component 3** involves performance in 3 chosen activities from the following (accounts for 30% of the total marks):

- One team activity e.g. football, netball, basketball, badminton etc.
- One individual activity e.g. trampolining, swimming, athletics etc.
- One activity of their choice, either a team or individual activity.

**Component 4** involves students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optmise performance in a chosen physical activity (accounts for 10% of the total marks).

## What do I need to do to be successful?

1. A sound knowledge of science and sporting activities.
2. Regular participation at a club (e.g.: trampolining, golf, sailing, football will help progress). Understand that the subject involves a large quantity of written work. **Pupils should expect regular homework and written examinations.**
3. A positive growth mindset.

All pupils are also expected to act as role models for all other pupils by always having correct kit and equipment, helping at extra-curricular activities. Participation in all school swimming events & sports days is compulsory.

**Contact: Miss J Sharpe or Mr C Thomas**

**jsharpe@kingrichardschoolcyprus.com**

**cthomas@kingrichardschoolcyprus.com**



# Options: Food Preparation & Nutrition



**GCSE Food Preparation and Nutrition Grades 9 - 1**  
**Examining Board: TBC**  
**EBacc - No**

## How will I be assessed?

There are two main parts to the overall grade:

1. Written examination: 1 hour 45 minutes - 50% of the qualification
2. Coursework - 50% of the qualification. The non-examination assessment is composed of two assessments. Learners will be able to select from a choice of two tasks for each assessment.



## What skills will I learn?

The GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

This specification has been designed to create a balance between practical and theoretical knowledge and understanding.

## By studying food preparation and nutrition learners will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

**Contact: Mrs E Andrew**  
**eandrew@kingrichardschoolcyprus.com**



# Options: Design & Technology Engineering

Engineering Level 1 / 2

Examining Board: WJEC (9790A1)

EBacc - No



## Why study Design and Technology?

This course will help you to understand and appreciate the design and manufacture of products, making you a more discriminating purchaser. It will help you to be creative in your approach and you will use computers to help with your design ideas and in creating products. You will learn about a range of materials. You will gain skills, which will be useful in a wide range of jobs, in further study of Design and Technology and in your personal life.

## What projects will I be expected to complete?

In Year 10 you will work through several design and make assignments in order to explore the theory elements of the course and prepare for the assessments, which you will sit throughout years 10 and 11.

Typical projects in Year 10 are:

- The use of engineering drawing techniques to present design ideas
- Evaluating existing products to determine their effectiveness
- Metal manufacture techniques to create key shaped bottle opener with presentation box
- Heat treatment techniques to alter the properties of metals

The projects listed above along with a range of smaller practical tasks will give you practical experience in preparation for the written examination and also develop manufacturing skills which you will use on the manufacturing coursework element.

## Homework:

You will be set one theory homework each week and design based tasks when appropriate.

## Assessment:

You will be assessed on three units.

### Unit 1 – Engineering Design.

This is a short design portfolio that you have to produce in a maximum of 7 hours. It will contain some research, a specification, a range of solutions and a final design. You will not make this product.

### Unit 2 - Producing Engineering Products.

You will be given a series of engineering drawings for a product as well as some technical details and will be expected to apply the skills learnt to manufacture this product unaided.

### Unit 3 - Solving Engineering Problems.

This is a 90 minute exam that explores what you have learnt about materials and processes. It is worth 25% of your final grade and you will sit this at the end of year 10.

You will answer questions on one exam paper (2 hrs), which counts as 40% of the overall grade.

## Coursework:

This will be worth 75% of your overall result. You will produce a design folio and a prototype product.

**Contact: Mr C Balmer**

**[cbalmer@kingrichardschoolcyprus.com](mailto:cbalmer@kingrichardschoolcyprus.com)**



# Options:

## Art and Design - Textile Design

**GCSE Art and Design - Textile Design Grades 9 - 1**

**Examining Board: AQA (4204)**

**EBacc - No**

### **How will I be assessed?**

There are two main parts to the overall grade:

1. Coursework personal portfolio 60%
2. Externally set task 40%

To take this creative course no previous experience is required just an interest and enthusiasm for Art and Textiles and related design projects.

### **What will I be doing?**

You will get the opportunity to explore and experiment with a variety of techniques including printing and painting on fabric, embroidery, tie dye and batik. You will develop your own ideas from a theme, using this as a starting point you will make links to other artists, designers and embrace both traditional and contemporary technologies while experimenting with techniques and materials.

This is an exciting Art and Design GCSE course specifically for those who have an interest in fabrics, embellishment and creative Textiles. Candidates should have a willingness to be imaginative and have an interest in working with fabrics in an artistic way, looking at multicultural and historical textiles will be an integral part of the course, as well as contemporary trends and modern techniques.

### **General Information**

The course is a creative course where you will explore and experiment, build practical skills based around all aspects of Textiles. The focus is on soft furnishings, fashion and accessories, which encompass the innovative aspects of textiles, rather than concentrating on the functional. A variety of samples will be produced using a wide range of natural and manufactured materials and techniques before producing fully realised responses or final pieces.

This course consists of a body of coursework accounting for 60% of the marks and an externally set assignment worth 40%. All work produced over the two year course will be assessed and displayed. The emphasis is on recording and developing ideas, experimentation and manipulative skills through the use of colour, materials and construction techniques.

**Contact: Mrs E Andrew**

**eandrew@kingrichardschoolcyprus.com**

# Options: GCSE Business Studies

## GCSE Business Studies

Examining Board: Edexcel

EBacc - No

Business and commerce forms such a large part of our lives that we sometimes take it for granted. This course looks at business in a consumer society, how they are developed and how they work. It focuses on how businesses promote themselves and keep their customers happy, aiming to help students to develop as enterprising individuals with the ability to think commercially and creatively, and to draw on evidence to be able to solve problems and make informed business decisions.

### What will I be studying?

The course consists of two themes:

#### Theme 1: Investigating small business

This concentrates on the key issues and skills involved in starting and running a small business. It explores key issues from the point of view of an entrepreneur setting up a business, such as spotting a business opportunity, understanding external influences on business and how to make a business effective.

#### Theme 2: Building a business

This theme examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, such as marketing, finance and human resources. Students are introduced to issues affecting national and global business and how they impact on business decision-making.

### How will I be assessed?

Assessment is through two written exams at the end of the course, focusing on each of the themes, each making up 50% of the qualification.

### Anything else I need to know?

This is a useful and enjoyable course if you enjoy communicating and explaining your ideas, thinking creatively and making decisions. If you are interested in the world of business, you will gain a great deal of insight into how businesses work and how to make effective commercial decisions. A lot of the course involves looking at case studies of existing business. If you are interested in going into the commercial world at any level, this course will provide you with a great deal of background knowledge and skills.

**Contact: Mrs K Vause**

[kvause@kingrichardschoolcyprus.com](mailto:kvause@kingrichardschoolcyprus.com)





# Options: Religious Studies

**GCSE Religious Studies Grades 9 - 1**

**Examining Board: AQA Religious Studies A ( 8062)**

**EBacc - No**

GCSE Religious Studies is divided into two papers.

The course covers a variety of topics about which all pupils have an opinion, whether or not they are religious. Emphasis is placed on encouraging pupils to question and clarify their own views and equipping them with the reasoning skills to clearly express their own responses to issues. The course is designed to foster personal growth and an awareness of one's responsibilities as a citizen.

## How will I be assessed?

There are two written papers. Each paper has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks. Each paper is marked out of 48. There is no coursework or practical element to this course.

### **Paper 1 - The study of religions: beliefs, teachings and practices**

Written Paper 1 [1 hour 45 minutes] 50% of the GCSE.

We study the core beliefs, teachings and practices of:

- Christianity
- Islam

### **Paper 2 – Thematic studies** [1 hour 45 minutes] 50% of the GCSE

Four of the following religious, philosophical and ethical studies themes:

Theme A: Relationships and families.

Theme B: Religion and life.

Theme C: The existence of God and revelation.

Theme D: Religion, peace and conflict.

Theme E: Religion, crime and punishment.

Theme F: Religion, human rights and social justice.

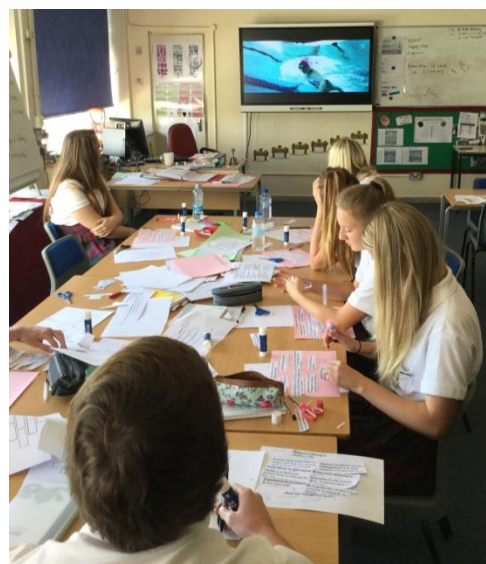
## Why choose GCSE Religious Studies?

Religious Studies graduates move into a variety of careers: law, travel, advertising, human resources, diplomacy, publishing, journalism, the media and teaching. Many go on to do postgraduate study or professional training.

You do not need to have studied Religious Studies before.

**Contact: Mrs C Downham.**

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# Options: Health and Social Care

**Examining Board: EDEXCEL (2BC01)**

**Grades: Pass, Merit and Distinction**

**EBacc - No**

## Why choose BTEC?

Over the last 25 years, BTECs have helped millions of people develop the skills they need to get on in life. Engaging and inspiring, these work-related qualifications are suitable for a wide range of ages and abilities. BTECs give students the skills they need to either move on to further education, higher education or go straight into employment. In 2010, over 100,000 BTEC students successfully progressed to higher education.

## Where will this course take me in the future?

The skills learnt in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace within the health and social care sector. This includes nursing, social work and youth work, working in schools, hospitals, residential and care homes.

## The Edexcel BTEC Level 1/Level 2 First Award:

- Is a 120 hour qualification (equivalent in teaching time to one GCSE)
- Has 25 per cent of the qualification that is externally assessed. Edexcel sets and marks these assessments
- Presents knowledge in a work related context

## How will I be assessed?

There are 4 units that need to be completed and each is worth 25% of the total marks. However the two compulsory units must be graded as a pass in order to gain the qualification. There are two compulsory units (Unit 1 and 2):

### Unit 1 - Human and Lifespan Development (Externally Marked Exam)

- Explore human growth and development across life stages
- Investigate factors that affect human growth and development and how they are interrelated

### Unit 2 - Health and Social Care Values (Internally Assessed Assignments)

- Explore the care values that underpin current practice in health and social care
- Investigate ways of empowering individuals who use health and social care services

## Optional units

There are two optional units (we have chosen to complete Units 3 and 4):

### Unit 3 - Effective Communication in Health and Social Care (Internally Assessed Assignments)

- Investigate different forms of communication
- Investigate barriers to communication in health and social care
- Communicate effectively in health and social care

### Unit 4 - Social Influences on Health and Social Care (Internally Assessed Assignments)

- Explore the effects of socialisation on the health and wellbeing of individuals
- Understand the influences that relationships have on the health of individuals
- Investigate the effects of social factors on the health and wellbeing of individuals

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