



GCSE

at The Royal School Wolverhampton



[theroyalschool.co.uk](http://theroyalschool.co.uk)

COURSES & FURTHER INFORMATION

Excellence for All





# Contents

- |    |                                      |    |   |
|----|--------------------------------------|----|---|
| 4  | Welcome to GCSE                      | 23 | Design Technology                             |
| 5  | So what will my timetable look like? | 24 | Drama   |
| 6  | English Language                     | 25 | Cambridge National<br>- Business Studies      |
| 7  | English Literature                   | 26 | BTEC - Information Technology                 |
| 8  | E.A.L.                               | 27 | WJEC - Hospitality and Catering               |
| 10 | Modern Foreign Languages             | 28 | Cambridge National - Sport                    |
| 12 | History                              | 30 | GCSE PE                                       |
| 13 | Religious Studies                    | 31 | ASDAN - The Personal Development<br>Programme |
| 14 | Sociology                            | 32 | Functional Skills – English                   |
| 15 | Mathematics                          | 33 | Functional Skills – Maths                     |
| 16 | Business Studies                     |    |   |
| 17 | Computer Science                     |    |   |
| 18 | Science                              |    |   |
| 20 | Geography                            |    |   |
| 21 | Art & Design                         |    |   |
| 22 | Music                                |    |   |



# Welcome to GCSE

## THE ROYAL SCHOOL VISION

The Royal School fosters outstanding individuals through empowering people to exceed their expectations. We are a nurturing and inclusive global community. We challenge and inspire our students to become happy and successful, with a lifelong love of learning.

### The options process

This booklet is designed to give you some help when choosing which subjects to study at GCSE. It has been written by the leaders of each subject in school and gives detail on each specification studied including content, methods of assessment and relevance to future careers. Some pupils may already know which subjects they wish to study further, but for others it may be a difficult decision. All teachers at The Royal are here to help you with these important decisions.

When you complete Year 11 it is important for you to leave with quality GCSEs which enable you to pursue further study or your chosen career path. A typical student will achieve nine GCSEs, this will enable students the opportunity to achieve the highest grades by studying their chosen subjects in greater depth. Additional qualifications may be available in the after school activity programme.

When choosing your GCSE subjects it is worth considering the following:

- **Motivation is important!** You need to be happy with the subjects you choose. Ensure you are interested in the subject and will be able to enjoy it for the next three years.
- **Progress is key!** You need to be able to achieve your potential in the subject. You may have natural ability, but you will certainly have to work hard and be committed (both in class and at home) to continual improvement throughout the course.
- **It is your choice!** Don't be guided by what your friends are doing. Ensure your choice is right for you. Discuss your choice with teachers, parents, and family or seek careers advice.
- Your future plans and career path should be considered and discussed with the careers team at school.

### School's accountability

The government have set out accountability measures for schools. Performance is measured across eight subjects. Therefore, our options system needs to reflect the following guidance set out by the government. Two of these indicators of school performance – Progress 8 and Attainment 8 – are based on pupils' performance across eight subjects. These subjects are:

- a double weighted English element;
- a double weighted Maths element;
- three slots reserved for other EBacc subjects (sciences, computer science, geography, history and languages).
- three slots that can be taken up by further qualifications from the range of EBacc subjects, or any other high value arts, academic, or vocational qualification.

### Routes to A Level and University

The choices you make at KS4 may influence what you opt for at KS5. Some subjects are able to be studied without taking the subject at GCSE e.g. psychology.

Tutors are looking for evidence of academic ability as well as commitment and motivation for the chosen degree course. They will use GCSE results as one indicator of abilities, along with predicted grades at A Level, the personal statement, academic reference, any written work or tests that are required and, for shortlisted applications, performance at interview. (Oxford University website)





# So what will my timetable look like?

Our recommended pathways for options selection are thoughtfully designed to reflect our insights into each pupil's strengths and aspirations. It is important to note that while these pathways serve as robust recommendations, they are not compulsory.

Pathway A - 9 qualifications	Pathway B - 9 qualifications	Pathway C - 9 qualifications
GCSE English language GCSE English literature GCSE Maths GCSE Biology GCSE Chemistry GCSE Physics	GCSE English language GCSE English literature GCSE Maths GCSE Science (double award)	GCSE English language GCSE English literature GCSE Maths GCSE Science (double award)
GCSE French* GCSE History or Geography	GCSE French* GCSE History or Geography	GCSE History, Geography, French or Computer science
1 open option subject	2 open option subjects	Option to study functional skills. 3 open option subjects
Oxbridge & Russell Group universities	Russell Group Universities	Range of destinations
*GCSE French is a strong recommendation and not compulsory		

Flexibility is a priority at The Royal, but not all subject combinations are possible. We will spend some considerable time trying to ensure that all pupils are catered for and can do the subjects they want. However, if a subject is over-subscribed or under-subscribed, pupils may be asked to make another choice.

There are a number of logistic, staffing and timetable constraints therefore, **we cannot guarantee that absolutely everyone will be able to do exactly what they want, but we will try our best!**



# English Language



## Course Content

All students will study GCSE English Language (AQA) (Specification Code 8700). Our assessments have been designed to inspire and motivate students, providing appropriate stretch and challenge whilst ensuring, as far as possible, that the assessment and texts are accessible to the full range of students.

The specification will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

The specification offers a skills-based approach to the study of English Language in an untiered context. Questions are designed to take students on an assessment journey through lower tariff tasks to more extended responses.

## How will you be assessed?

Students will begin their learning journey in Year 9 and will be assessed internally throughout the course before sitting two terminal examinations at the end of Year 11. Students are assessed against a series of 'Assessment Objectives' that are examination focused and embedded into the English curriculum from Year 7 onwards.

### Paper 1

Explorations in Creative Reading and Writing (50%)

### Paper 2

Writers' Viewpoints and Perspectives (50%)

## Knowledge/skills developed

- Critical reading and comprehension
- Summary and synthesis
- Evaluation of writers' methods
- Comparison for audience and purpose
- Producing clear and coherent texts
- Writing for impact
- Presenting information and ideas

## Future careers using this subject

- Journalist
- Copy Writer
- Public Relations Officer
- Magazine Editor
- Screenwriter
- Technical Author
- Copy Editor
- Librarian
- Teacher
- Writer

## Departmental Information

The department is made up of specialist staff members. As a department, we take every opportunity to stretch and challenge our students. We also offer a variety of educational trips to enhance students' understanding of their set texts.

## Useful Websites/ Further Information

- [www.aqa.org.uk](http://www.aqa.org.uk)
- [www.bl.uk](http://www.bl.uk)

## Staffing Details

Subject Leader email address:  
Mrs Rowley  
[srowley@theroyal.school](mailto:srowley@theroyal.school)



# English Literature



## Course Content

Shakespeare and the 19th century novel  
 Students will be examined in two key texts for Paper 1 of the Assessment. They must be able to demonstrate a sound understanding of a Shakespeare Text along with a classic novel, for example, 'A Christmas Carol' by Charles Dickens.  
 Modern Texts and Poetry  
 Students need to be familiar with a range of Modern Texts which could range from short stories to modern prose or drama full texts. The skills that are developed during this process need to be applied to an unseen text in the examination. Students also have to study a range of 15 poems from the AQA Anthology and the study of these will prepare them to compare and contrast a range of ideas using a broad spectrum of poetic techniques. They will then need to apply this to the unseen poetry within the question paper.

## How will you be assessed?

Students will begin their learning journey in Year 9 and will be assessed internally throughout the course before sitting two terminal examinations at the end of Year 11. Students are assessed against a series of 'Assessment Objectives' that are examination focused and embedded into the English curriculum from Year 7 onwards.

### Paper 1

Shakespeare and the 19th century novel (40%)

### Paper 2

Modern texts and poetry (60%)

## Knowledge/skills developed

Throughout the course, students will:

- read a wide range of classic literature fluently with good understanding and make connections across their reading.
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.
- develop the habit of reading widely and often.
- appreciate the depth and power of the English Literary Heritage.
- write accurately, effectively, and analytically about their reading, using Standard English.
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

## Future careers using this subject

Law, screen writer, copy writer, editor, journalism, teacher, archiving, bookselling, information and research, tourism, events management, social work, youth work, probation work, human resources, retail management and sales.

## Departmental information

The department is made up of specialist staff members. As a department, we take every opportunity to stretch and challenge our students. We also offer a variety of educational trips to enhance students' understanding of their set texts.

## Useful Websites/ Further Information

- <http://www.whystudyenglish.ac.uk/youcan>
- <https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

## Staffing Details

Subject Leader email address:  
 Mrs Rowley  
 srowley@theroyal.school



# EAL (English as an Additional Language)



## Course Content

The Royal is proud to offer a thriving multi-cultural community where 51 languages are currently spoken. A large proportion of students are drawn from within the local community, both in primary and secondary, and may be native born but speak other languages at home. In addition, the school is home to large numbers of short and long term residential overseas students and also provides a boarding home and education to several UASC (Unaccompanied Asylum Seeking Children) students. With such a rich multi-cultural background, EAL students may have particular pastoral, as well as academic needs, and the department has evolved over the years to meet these. The Department offers a structured programme of language acquisition and development to those EAL learners who require extra English support. Students whose mother tongues are not English attend mainstream GCSE English lessons. However, if, after testing, EAL students are assessed as requiring additional language support, then they are directed to additional timetabled EAL classes. The scheme of work is flexible and tailored to student needs where possible. It is an academic support option for overseas students and is not externally examined.

The principle aims of the EAL programme are:

1. To enable each student to acquire the language skills needed to live and work in the school's multi-cultural community and to feel at ease using English both inside and outside the school. This involves developing the four skill areas of reading/writing/speaking/listening in addition to the development of lexical knowledge and grammatical understanding.
2. To enable each student, by the acquisition of these skills, to have parity of esteem amongst his/her peers and equal access to the curriculum.
3. To offer students tailored GCSE English Language support to complement mainstream exam preparation

## Knowledge/skills developed

The department aims to help students become more efficient and effective in their studies across the curriculum by:

- Developing strategies to improve reading speed and the ability to comprehend complex academic texts
- Developing strategies to produce more coherent writing and to make clear, appropriate and relevant notes from academic texts
- Encouraging students to adopt various approaches for dealing with new or unknown vocabulary
- Exploring and evaluating a range of study skills, research techniques and developing critical thinking
- Working with subject glossaries and looking at specific set tasks in individual subject areas
- Developing speaking skills and to build confidence in expressing ideas and opinions and giving presentations
- Promoting learner independence



## Departmental Information

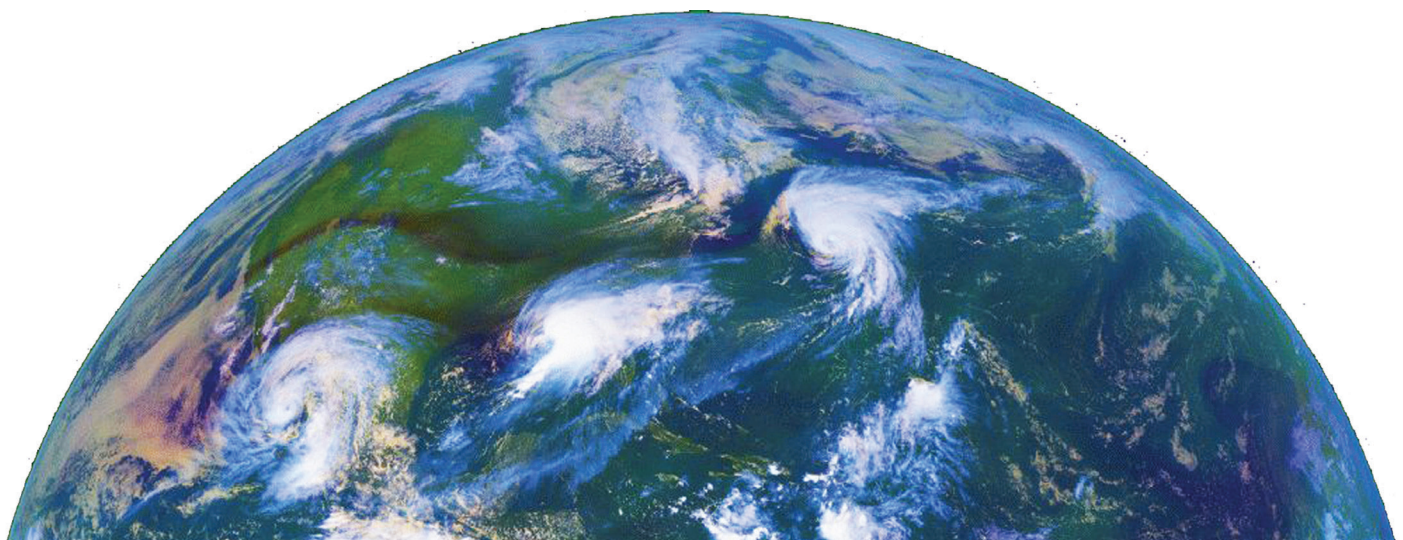
The Department consists of two members of staff who are responsible for language development and achievement. However, as the main point of contact for some EAL students, wellbeing is a priority and the Department endeavours to offer a supportive environment in which to learn. This year the EAL Department has offered local trips out into the community to visit such places as historical National Trust buildings, a gurdwara, an art gallery, Wolverhampton College and the theatre.

## Staffing Details

[jky@theroyal.school](mailto:jky@theroyal.school)

## Testimonials

**“You have helped me and others so much with our English and your classes were always so fun and full of energy. You made a world of difference to me.”**





# Modern Foreign Languages

GCSE FRENCH (8658) <https://www.aqa.org.uk/subjects/languages/gcse/french-8658>



## Course Content

GCSE French 8652  
GCSE German 8662  
The AQA specification is used for MFL and the course is divided into three themes:

### Theme 1: People and lifestyle

Theme 1 covers the following three topics:

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

### Theme 2: Popular culture

Theme 2 covers the following three topics:

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

### Theme 3: Communication and the world around us

Theme 3 covers the following three topics:

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

## How will you be assessed?

MFL GCSE has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

### Paper 1: Listening

#### What's assessed:

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

#### How it's assessed:

Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)

- 40 marks (Foundation tier), 50 marks (Higher tier)
- 25% of GCSE

Recording controlled by the invigilator with built-in repetitions and pauses.

Each exam includes 5 minutes' reading time at the start of the question paper before the listening.

Material is played and 2 minutes at the end of the recording for students to check their work.

#### Questions:

- Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier)
- Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier)

### Paper 2: Speaking

#### What's assessed:

- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

#### How it's assessed:

Non-exam assessment (NEA)

- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

#### Questions:

The format is the same at Foundation tier and Higher tier, but with different stimulus materials for the Role-play and the Reading aloud task. For the Photo card task, the same photos are used at both tiers.

- Role-play – 10 marks (recommended to last between 1 and 1.5 minutes at both tiers)
- Reading aloud task and short conversation – 15 marks (recommended to last in total between 2 and 2.5 minutes at Foundation tier and between 3 and 3.5 minutes at Higher tier)
- Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier
- Short unprepared conversation
- Photo card discussion – 25 marks (recommended to last between 4 and 5 minutes in total at Foundation tier, and between 6 and 7 minutes in total at Higher tier)
- Response to the content of the photos on the card (recommended to last approximately 1 minute at Foundation tier and approximately 1.5 minutes at Higher tier)
- Unprepared conversation (recommended to last between 3 and 4 minutes at



# Modern Foreign Languages



Foundation tier and between 4.5 and 5.5 minutes at Higher tier)

## Paper 3: Reading

### What's assessed:

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they are embedded in written sentences
- Translating from French into English

### How it's assessed:

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

### Questions:

- Section A – reading comprehension questions in English, to be answered in English or nonverbally (40 marks)
- Section B – translation from French into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks)

## Paper 4: Writing

### What's assessed:

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into French

### How it's assessed:

- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)

- 25% of GCSE

### Questions:

#### Foundation Tier

- Question 1 – student produces five short sentences in response to a photo (10 marks)
- Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks)
- Question 3 – student completes five short grammar tasks (5 marks)
- Question 4 – translation of sentences from English into French, minimum 35 words in total (10 marks)
- Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)

#### Higher Tier

- Question 1 – translation of sentences from English into French, minimum 50 words in total (10 marks)
- Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)
- Question 3 – open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice from two questions (25 marks)

## Knowledge/skills developed

- Encouraging students to adopt various approaches for dealing with new or unknown vocabulary
- Exploring and evaluating a range of study skills, research techniques and developing critical thinking
- Developing speaking skills and to build confidence in expressing ideas and opinions and giving presentations
- Promoting learner independence

## Future careers using this subject

Journalism and Media  
Business, Finance and Marketing

## Useful Websites/ Further Information

The AQA GCSE textbook is supported by an online web resource called 'Kerboodle'. Useful internet sites to use with GCSE MFL studies:

- [www.kerboodle.com](http://www.kerboodle.com)
- [www.aqa.org.uk](http://www.aqa.org.uk)
- [www.languagegym.com](http://www.languagegym.com)
- [www.wordreference.com](http://www.wordreference.com)
- [www.bbc.co.uk/schools/gcsebiteize](http://www.bbc.co.uk/schools/gcsebiteize)
- [www.senecalearning](http://www.senecalearning)
- [www.languagesonline.org.uk](http://www.languagesonline.org.uk)

## Staffing Details

Subject Leader email address:  
Mrs Boden  
rbo@theroyal.school



# History



## Course Content and Units

GCSE history offers a course full of excitement, trips and the study of British subjects as well as international history. Starting with Germany during the early twentieth century, students study the impact of World War One and the economic crisis, and how this gave conditions for Hitler to gain power. The British subjects include an examination of how Britain has become the nation and society it is today. Students study the rule of Elizabeth to see how she helped to shape the country that we live in today. We will also look at how the health of Britain has developed from the medieval period to today.

Field trips include to RAF Cosford, London and in previous years we have visited Belgium, France, Dublin, Poland and Paris.

### Unit 1 Modern World

Germany 1890 -1945  
Cold War 1945 -1972

### Unit 2 Shaping the Nation

Health and the People 1000 - Present Day  
Elizabethan England 1568-1603

## Knowledge/skills developed

- To understand the thought processes of other people and belief systems.
- To be able to recall details to explain why events occurred.
- To be able to use information to argue the different points of an issue both orally and in writing.
- To be able to analyse the accuracy of information and explain the effect of bias.
- To self-study to improve levels of knowledge.

## How will you be assessed?

Two exams  
2 papers on each day – 2 hours each  
84 marks each

## Future careers using this subject

History is a good general subject. It can be combined with sciences or humanities e.g. Sociology, Religious Studies and Geography. History is particularly useful to those considering a career in business, teaching, social research or social planning, the police, social care and administration.

## Useful Websites/ Further Information

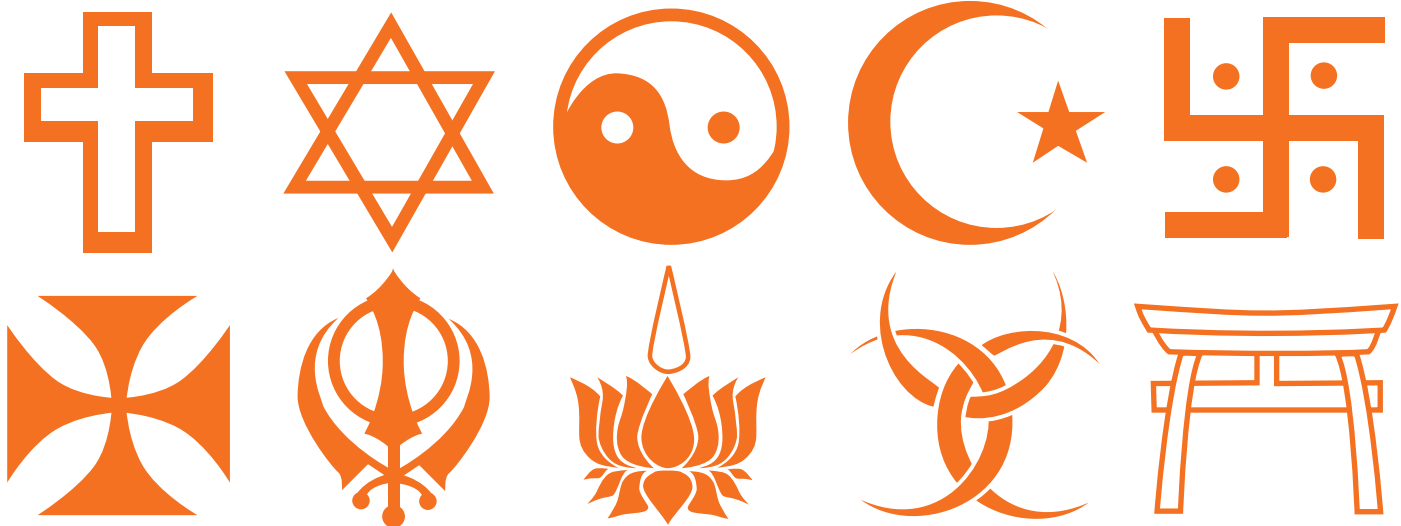
- Careers with History / Historical Association
- Careers with a History degree ([thecompleteuniversityguide.co.uk](http://thecompleteuniversityguide.co.uk))

## Staffing Details

Subject Leader email address:  
Mrs Gore  
Ngore@theroyal.school



# Religious Studies



## Course Content and Units

At the Royal School we follow the AQA Syllabus A (8035)

Following a GCSE course in Religious Studies with Philosophy and Ethics can lead to many different careers. Any occupation involving working closely with other people, understanding their culture, emotions and feelings, but it is also perfect for careers such as the police force, law and social work. The critical thinking skills it develops in our students are perfect for further and higher education study.

## Trips/ Guest Speakers

- London
- Lichfield Cathedral - Holocaust
- Remembrance Day
- Animal Aid
- Prison! Not me
- NHS Mental Health - Birmingham and
- Solihull Trust
- Christian Crown Educational Trust

## Component 1 - 50%

### Islam

- Study of belief and practices

### Christianity

- Study of belief and practices

## Component 2 -50%

### Thematic Studies (Philosophy & Ethics)

Theme A  
- Relationships and Family

Theme B  
- Religion and Life

Theme D  
- Religion, Peace and Justice

Theme E  
- Crime and Punishment

## Assessment

50% Component 1  
50% Component 2  
Two Exams of 1.5hrs each

## Staffing Details

Subject Leader  
Mr J Smith  
jgs@theroyal.school

## Testimonials

**"RS is a good subject to take. It is fun and looks good on an application too."**

**"RS is very interesting and useful subject to take."**



# Sociology

QUALIFICATION TYPE: GCSE EXAM BOARD: AQA SPECIFICATION NUMBER: 8192  
<http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/introduction>



## Course Content and Units

AQA GCSE Sociology (8192) is the study of how people create, organise and sustain their societies. It explores how human action both shapes and is shaped by, surrounding economic, social and cultural structures and processes. You will develop analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues. You will study key ideas of both classical and contemporary sociologists referencing their view of the world and their contribution to the development of the discipline.

You will learn about critical tools and explore possibilities for creating a better world through the study of the following topics:

- 3.1 The sociological approach
- 3.2 Social structures, social processes and social issues
- 3.3 Families
- 3.4 Education
- 3.5 Crime and deviance
- 3.6 Social stratification
- 3.7 Sociological research methods

## How will you be assessed?

Exam: 100% May / June

### Paper 1: The sociology of families and education (50%)

100 marks  
50% of GCSE

### Paper 2: The sociology of crime and deviance and social stratification (50%)

Written exam: 1 hour 45 minutes  
100 marks  
50% of GCSE

## Knowledge/skills developed

Analytical and communication skills will be necessary if you study sociology as you will compare and contrast perspectives on a variety of social issues, construct reasoned arguments, make substantiated judgements and draw reasoned conclusions. By studying sociology, you will develop transferable skills including how to:

- Investigate facts and make deductions
- Develop opinions and new ideas on social issues
- Analyse and better understand the social world

## Future careers using this subject

Sociologists have many career options, including civil service and government departments, journalism and media, work with NGOs, pressure groups, overseas development, public relations, public opinion and politics, social and policy research and social care and health services.

## Departmental Information

The department is made up of long standing specialist staff members who are passionate about the social sciences. We offer a variety of educational trips to enhance students' understanding of the social world and prepare them to be global citizens.

## Useful Websites/ Further Information

<http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/introduction>

## Staffing Details

Subject Leader email address:  
Mrs Nkosi  
[jnkosi@theroyal.school](mailto:jnkosi@theroyal.school)



# Mathematics



## Course Content

Students are taught in mixed attainment groups in Key Stage 3, where students will develop their understanding of Number, Algebra, Ratio and Proportion, Geometry, Probability and Statistics. All students are exposed to mathematical tasks that excite, stretch and enable them to progress at their own rate. Students will also be introduced to an online learning platform, CENTURY, which will supplement their learning in the classroom and provides a personalised pathway of learning. Students then progress to sets in Key Stage 4 where each set will follow a tailored stage of learning which will build on their knowledge acquired from Key Stage 3 and develop problem-solving skills in these core areas of Mathematics. In Year 11, students will complete the curriculum and prepare for their GCSE examination through past papers and areas of development identified from their mock examinations. Students will also be encouraged to take advantage of online platforms such as CENTURY, Dr Frost and Maths Genie to enhance their independent revision.

## Method of assessment

The assessments will cover the following content headings:

1. Number
  2. Algebra
  3. Ratio, proportion and rates of change
  4. Geometry and measures
  5. Probability
  6. Statistics
- Each student is permitted to take assessments in either the Foundation tier or Higher tier.
  - The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.

- 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.
- The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.
- Foundation tier: grades 1 to 5 & Higher tier: grades 4 to 9 (grade 3 allowed)

## Knowledge/skills developed

The aims and objectives of the Pearson Edexcel GCSE (9–1) 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

## Future careers using this subject

- Engineering
- Accounting
- Finance
- Teaching
- Dentistry
- Computing
- Many more..

## Extra Curriculum

Leadership in Mathematics; Additional Mathematics qualifications, Investment Club, UKMT challenge & Y6 Primary Mathematics Support and Transaction

## Staffing Details

Subject Leader email address:  
Mr Darren Ireland  
dpi@theroyal.school



# Business Studies



## Year 9-11 Course Content (1BS0)

### Year 9

Theme 1 - Investigating Small Businesses: Entrepreneurs & entrepreneurship. Spotting a business opportunity. Putting a business plan into practice. Making the business effective.

### Year 10

Theme 1 - Investigating Small Businesses: Understanding external influences on business  
Theme 2 - Building A Business: Growing the business. Making marketing decisions.

### Year 11

Theme 2 - Building A Business: Making operational decisions. Making financial decisions. Making human resources decisions.

## How will you be assessed?

- Paper 1: Investigating Small Businesses. 90 marks. 1 hour 45 minutes. 50% of qualification. Sections A to C: consisting of calculations, multiple-choice, short-answer & extended-writing questions. Sections B & C questions based on business contexts given in the paper.
- Paper 2: Building a Business. 90 marks. 1 hour and 45 minutes. 50% of qualification. Sections A to C:

consisting of calculations, multiple-choice, short-answer & extended-writing questions. Sections B & C questions based on business contexts given in the paper.

## Knowledge/skills developed

Business is one of the most interesting, relevant and varied subjects available. Newspaper and television headlines offer continual reminders of how important the business world is to us all. In recent years much attention has been directed to issues such as fair trade, business ethics, globalisation & e-commerce. Pupils will apply their knowledge and understanding to real-life business contexts, developing transferable skills that support higher education study and transition to employment.

## Future careers using this subject

- Higher education in business management & administration, accountancy & finance, human resource management, marketing, retail management, tourism management & international business
- A wide range of careers ranging from banking, sales, product management & general management to working in public sector organisations or charities.

## Useful Websites/ Further Information

The department gives every pupil the opportunity to visit famous local businesses to connect theory with practice. Recently planned educational trips include Cadbury World, Jaguar Land Rover, JCB and Merry Hill.

Useful website include: <https://www.tutor2u.net/business>

## Staffing Details

Subject Leader email address:  
Mrs Chandard  
achandard@theroyal.school

## Testimonials

**'The course is a fun, entertaining, and worthwhile. It presents you with endless possibilities and opportunities, allowing you to develop a range of skills while discovering the exciting world of Business.'**

**'Business has taught me many things - not just useful for an academic qualification but also in the real world and life.'**



# Computer Science



## Course Content and Units

This carefully planned course gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

### Through this qualification you will be given the opportunity to

- Develop your understanding of current and emerging technologies and how they work
- Look at the use of algorithms in computer programmes
- Become independent and discerning users of a variety of software
- Acquire and apply creative and technical skills, knowledge and understanding of technology in a range of contexts
- Develop computer programmes to solve problems
- Evaluate the effectiveness of computer programmes, solutions and the impact of computer technology

## WHY CHOOSE OCR GCSE COMPUTING J277?

It's a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life.

## Content Overview

Paper 1 Computer systems	Paper 2 Computational thinking, algorithms, and programming
- Systems Architecture	- Algorithms*
- Memory	- Programming techniques
- Storage	- Producing robust programs
- Wired and wireless networks	- Computational logic
- Network topologies, protocols, and layers	- Translators and facilities of languages
- System security	- Data representation
- System software	
- Ethical, legal, cultural, and environmental concerns	

## Course Breakdown

The GCSE assessment is divided into two papers: Paper 1 and Paper 2. Each paper is worth 80 marks and has a duration of 1 hour and 30 minutes. No calculators are allowed for either paper. Each paper contributes 50% to the total GCSE, making up 100% combined.

## Staffing Details

Subject Leader email address:  
phall@theroyal.school

## For More Information

<http://www.ocr.org.uk/qualifications/gcsecomputer-science-j276-from-2016/>



# Science (Biology, Chemistry and Physics)



## Course Content and Units

### Combined Science (8464)

Students complete two GCSE's over three years, covering 24 topics across all three subjects of Biology, Chemistry and Physics. There are 16 required practical experiments.

Biology - Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology.

Chemistry – 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, using resources.

Physics – Forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, atomic structure.

### (AQA) Triple Science: Biology (8461), Chemistry (8462) and Physics (8463)

Students work towards three GCSE's over three years, by covering all topics in each of the Biology, Chemistry and Physics subjects, but in more depth and detail than the combined science course. Extra practical work is also included in the Triple Science pathway.

Students will complete a total of 24 compulsory practical experiments, which forms part of the overall assessment, along with many other experiments designed to enhance data manipulation, mathematical skills and scientific method.

### Separate BI/CH/PH Qualifications

At the end of the course, students will leave with three separate Science qualifications, GCSE Biology, GCSE Chemistry and GCSE Physics.

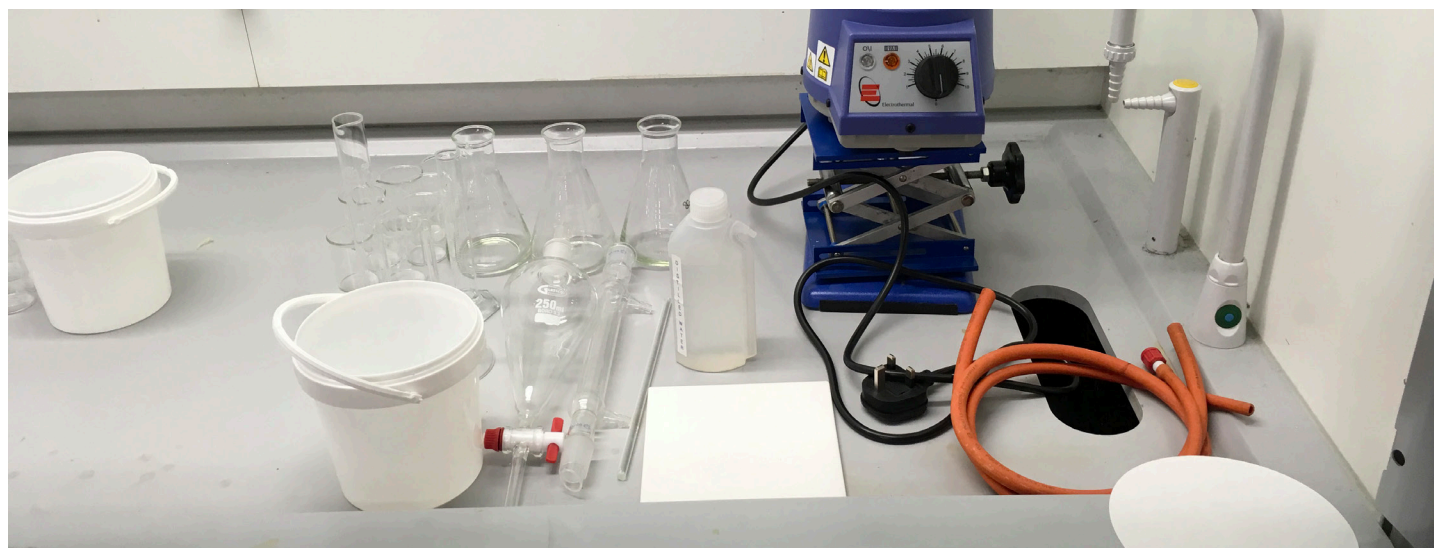
## Departmental Information

The science department is self-contained in six spacious and well-resourced laboratories. GCSE science is taught by subject specialists within each discipline, all of our science teachers have a vast knowledge and understanding of the subject, methods of assessment and examination requirements.

Students are provided with all necessary textbooks and materials throughout the course. There are also many opportunities for study, revision and intervention including further sessions after school, the use of revision and homework booklets and the opportunity for trips, visits and guest speakers.

How Science Works (HSW) forms a vital aspect of each topic throughout the three years. This is a practical course and the development of these skills is crucial for examination success and progress through to A-Level courses.

# Science



## How will you be assessed?

All courses are linear so students sit exams at the end of the course.

Combined science has six exams of one hour 15 minutes each, two for each of Biology, Chemistry and Physics.

Each separate science has two exams of one hour 45 minutes.

All exams assess students' ability to recall fact and knowledge, apply their scientific understanding to familiar and unfamiliar concepts and to explain and interpret experimental data.

## Knowledge/skills developed

- understanding of the effects of science on society,
- knowledge of the material, physical and living worlds,
- how to use hypothesis and evidence to understand science,
- observational, enquiry and problemsolving skills,
- skills in communication, maths and technology.

## Future careers using this subject

Doctor, Surgeon, Vet, Engineer, Botanist, Geologist, Nuclear Scientist, Optician, Researcher, Sports Scientist, Criminal/Forensic Scientist, Pharmacist, Economist, Teacher, Sound Engineer, Cameraman, Chemical, Biological or Mechanical Engineer, Physicist, Pharmacologist, Farmer, Oceanographer, Zoologist, Materials Engineer, Construction Engineer, Design Engineer, Exploration Scientist, Lawyer, Marketing.

Science also provides access to careers within legal, financial, marketing, corporate and public sector fields.

In fact, this list is nearly limitless. Science opens doors to higher education, amazing careers and fabulous destinations.

## Staffing Details

Subject Leader email address:  
jw@theroyal.school

lpettengell@theroyal.school (Chemistry)  
ehutton@theroyal.school (Physics)

## Testimonials

**"I like science because it allows me to do fun experiments."**

**"We like to investigate complex science topics and explore why things happen."**

**"Science allows me to understand what is happening in the world today, which I feel is very important in today's society."**



# Geography



## Course Content and Units

Geography at GCSE covers contemporary issues in our changing world and encourages students to become global citizens. Students study AQA (9-1) GCSE Geography. The course includes a wide range of both human and physical geography topics as well as compulsory fieldwork. There are 3 external assessments at the end of the course. In paper 1 students study Physical Landscapes in the UK (rivers and coasts options), the living world (tropical rainforests and hot deserts) and the Challenge of Natural Hazards. In paper 2 students study urban Issues and Challenges, the Changing Economic World and the Challenge of Resource Management (energy option). For paper 3, students are required to attend fieldwork at two contrasting environments where they investigate an enquiry question.

## How will you be assessed?

Students sit three exams.  
Paper 1 – Living with the physical environment (35%)  
Paper 2 – Challenges in the human environment (35%)  
Paper 3 – Geographical applications & fieldwork skills (30%)

## Skills developed

Independent thinking, team skills, competence in field techniques, leadership, initiative, investigative and enquiry skills, synthesis and decision making skills, empathy, reasoned judgements, social, economic, environmental and ethical awareness, debating, data analysis and interpretation, spatial awareness, contextualise, presentation – written and oral, ICT, understanding and application of GIS and remote sensing (digitised data), self-evaluation and risk assessment.

Future careers using this subject [www.rgs.org/geography/choose-geography](http://www.rgs.org/geography/choose-geography)

Geography graduates are very employable and the skills, knowledge and understanding gained from studying geography are held in high regard by employers. Geography develops transferrable skills which are easily and flexibly adapted for any future career.

## Staffing Details

Subject Leader email address:  
Mrs K Maiden  
[km Maiden@theroyal.school](mailto:km Maiden@theroyal.school)

We are in the process of planning a variety of trips – please contact the department for details.

## Useful Websites/ Further Information

Royal Geographical Society –  
<https://www.rgs.org/>

## Testimonials

**“Geography is a useful subject to learn for the future.”**

**“Interesting way of learning about the world. Definitely helps you in the future.”**

**“Interesting subject, useful for the future.”**



# Art & Design



## Course Content and Units

Across the three-year program of study time is divided fairly between each of the course requirements. Initially tasks may be more teacher led and are designed to reinforce the wide range of skills which you covered in Year 7 or 8. We use tasks and activities early on to identify your skills and strengths so we can tailor the projects to suit your strengths ultimately improving your chance of success.

### Portfolio of Work - 60%

There are 2 units of work (projects). Across the units you are given the freedom to specialise in a discipline of your choice, building a portfolio which allows you to develop your ideas and to personalise your outcomes. In Year 9 we start Unit 1 of the GCSE coursework. The Theme of 'Food for thought' is explored referring to artists such as Sarah Graham, Joel Penkman, Wayne Theibaud and Andy Warhol. Students are required to take a range of photographs, develop observational skills and work within a range of media. Unit 2 is a portrait-based project. Under the title of 'Human experience', students are encouraged to explore issues of identity, childhood, experiences and personal interests. Suggested artists may be Chuck Close, Freida Kahlo, Arth Daniels, however, as always students are encouraged to discover their own artists who more closely suit their needs.

### Externally Set Task - 40%

Question papers are issued by the exam board (AQA) from the 1 January in Year 11. The external portfolio for your chosen question is completed alongside your teacher in school and at home and students have until May to do this. The preparation time includes a ten hour sustained focus of study where they work on an outcome of their choosing for the unit.

## Departmental Information

The subject is taught by Mrs Jo Stokes and Mrs Laura Fabre. They are two experienced members of staff whose students have consistently achieved a significant value added score. Students are encouraged to use the department outside of lesson time and additional sessions at lunch time and after school are offered. Past trips for GCSE students have included St Ives, London galleries, Barcelona, as well as, visits to more local venues such as Birmingham Museum and Art Gallery and Walsall New Art Gallery. An exhibition of students' work is held at the end of the course to celebrate their achievements over the two units.

## How will you be assessed?

Both the portfolio of work and the externally set task are marked by the teacher in the first instance with a sample marked by a visiting external moderator. The work is marked on student's ability to:

- Develop ideas informed by the work of artists or cultures
- Use a wide range of materials and processes.
- Record ideas – through drawing, stencilling, photography etc
- Produce a final outcome

## Staffing Details

Subject Leader email address:  
Mrs Stokes  
jstokes@theroyal.school

## Knowledge/skills developed

Skills developed include creativity, imagination, research, investigation and experimentation and the development of ideas.

## Future careers using this subject

Jobs in Art and Design are wide and varied and often extremely competitive. The creative industries are some of the UK's most successful, fastest growing sectors. Career paths may include architecture, illustration, fashion, graphic design, interior design, product design, museum / gallery curator, animator, photographer, production designer (theatre, film, TV), jewellery designer, makeup artist, fine artist.

Skills developed in Art and Design lend themselves to careers that involve managing projects, thinking creatively and communicating ideas.

## Useful Websites/ Further Information

[www.creativejourneyuk.com](http://www.creativejourneyuk.com)

## Testimonials

**"Art is an amazing choice for GCSE because it allows you to explore and expand your skills in Art in a fun way. Although this course requires a lot of time and dedication, it doesn't feel like a lot of work if you really enjoy Art and can often feel like a welcome break from other more academic subjects. At the same time it is a really useful qualification as it develops your creativity and imagination which is useful for lots of different fields. Finally, the Art department offer great support throughout and guide you towards making the most of your skills and doing your best. Adele Grumberg-Taaffe"**

**Art is my favourite subject. I enjoy this the most because I can be free with what I choose to create. I am always in control of what I do and enjoy the challenge of detailed work when**



# Music



## Course Content and Units

### Component 1: Performing

- Student's choice of instrument or voice.
- Total duration of performances: 4-6 minutes
- Non-exam assessment: internally assessed and externally moderated.
- 30% of qualification.

A minimum of two pieces, one of which music be an ensemble performance of at least one minute. The other pieces may be solo or ensemble. One of the learner's pieces must link to an area of study of the learners choice.

### Component 2: Composing

- Total duration of compositions: 3-6 minutes
- Non-exam assessment: internally assessed and externally moderated.
- 30% of qualification

Two compositions, one of which must be in response to a set brief from the exam board. Students use their instrument, voice or Musescore or Garageband softwares to support the development of their own music.

### Component 3: Appraising

- Written exam of approximately 1 hour 15 minutes.
- 40% of qualification.

Students study music from a range of areas of study, supported by set works,

development of musical listening skill, music theory and knowledge of the musical elements.

- AOS 1: Musical Forms and Devices
- AOS 2: Music for Ensemble
- AOS 3: Film Music
- AOS 4: Popular Music

### How will you be assessed?

You will be assessed through a combination of coursework and examination. There are four pieces of coursework to submit by May of year 11 – 2 performances and 2 compositions. There is also a listening examination of approximately 1 hour 15 minutes in year 11.

### Future careers using this subject

Contemporary Writing & Production -Music Business Management, Songwriting/Composition, Music Education, Music Production, Music Engineering, Music Therapy, Tour Managers, Promotion/Marketing Managers, Booking Agents, Studio Engineers, Band Promotion, Artist Management, Media Publishing & Distribution, Digital Associate Media Director, Music Journalist, Record Producer, Music Agent, Artist Management, TV Music Marketing Manager, Audio Engineering, Music Arranging, Recording Engineer, Music Software, Performer, Conductor/Composer, Recording Editing, Lyricist

## Departmental information

The music department occupies a suite of dedicated rooms located on the senior school site. The department enjoys the support of a talented group of visiting music staff who bring a wide range of expertise with them. Students are encouraged to join various music ensembles and choirs and have the opportunity to perform both in school and at outside venues.

## Useful websites/Further information

GCSE Music | Eduqas  
[https://www.eduqas.co.uk/qualifications/music-gcse/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments)



# Design and Technology



## Course Content and Units

### General Certificate of Secondary Education (GCSE)

**Course code - J310**

**Exam Board: OCR**

The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification encourages students to use creativity and imagination to design and make prototypes, supported by modelling to develop and prove product concepts and functions. Students tackle real and relevant problems, considering their own and others' needs, wants and values. The course also provides opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing, and the humanities.

### Highlights of the new GCSE Design and Technology

- Creative design and making are at the heart of the new qualification.
- Clear routes through material specialisms allow learners to demonstrate their own particular strengths.
- A breadth of core design and technology knowledge, and depth in a chosen material category, are assessed within the exam papers.
- The qualification offers clear progression to A Level Design and Technology.

## Qualification Structure and Specification Content

The new qualification has been developed as a single title: GCSE Design and Technology. There are no longer separate pathways such as Resistant Materials, Graphics, or Textiles. Instead, depending on their skills, the facilities available in the centre, and the creative development of their designs, learners can apply skills from various design disciplines and work with a range of appropriate materials to complete their projects.

New content has been added to the specification, including the assessment of mathematical and scientific skills, in line with DfE guidance. Further details on these requirements can be found in Appendices 1, 2, and 3 of the specification.

### How will you be assessed?

#### Component 1 (Paper Code 01)

Written Examination: 2 hours  
50% of the Qualification  
100 Marks

#### Component 2 (Paper Code 02/03)

Non Examined Assessment:  
Approx 40 hours  
Iterative Design Challenge  
50% of the Qualification  
100 Marks

## Useful Websites/ Further Information

- <http://www.mr-dt.com/>
- <http://www.technologystudent.com/>
- <https://www.ocr.org.uk/qualifications/gcse/design-and-technology-j310-from-2017/>
- <https://www.careersindesign.com/?gclid>
- <https://www.imarest.org/>

## Staffing Details

Subject Leader: Mr Jenkins  
rjenkins@theroyal.school

Subject Teacher: Ms. Harris  
eharris@theroyal.school

## Testimonials

**"I really enjoyed Product Design GCSE and was inspired to study it further at A Level. I was also nominated for a Central Networks Technology Award in Product Design which I received at the school's awards evening. I could not have achieved all of this without you, thanks".**



# Drama



## Course Content and Units

The Drama department has teachers with a range of experience and specialisms. A requirement of the course is to engage with live theatre so students can expect to go on numerous trips and performances. Students can join in with the annual school musical production or take part in Shakespeare performances at school and also in external events.

The subject content for GCSE Drama is divided into three components:

1. Understanding drama
2. Devising drama
3. Texts in practice

### Component 1: Understanding drama What's assessed

Knowledge and understanding of drama and theatre

- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

### How it's assessed

- Written exam: 1 hour and 45 minutes
- Open book - 80 marks
- 40% of GCSE Questions
- Section A: multiple choice (4 marks)
- Section B: four questions on a given extract from the set play chosen (44 marks)

- Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)

### Component 2: Devising drama (practical) What's assessed

Process of creating devised drama

- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

### How it's assessed

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total
- 40% of GCSE

This component is marked by teachers and moderated by AQA

### Component 3: What's assessed

- Performance of two extracts from one play (students may contribute as performer or designer) Free choice of play but it must contrast with the set play chosen for Component 1

### How it's assessed

Performance of Extract 1 (20 marks) and Extract 2 (20 marks)

- 40 marks in total
- 20% of GCSE This component is marked by AQA.

## Knowledge/skills developed

Performing, creativity, meeting deadlines, independent working skills, cultural knowledge, collaborative working, analysis, ICT, self-awareness, evaluation, record-keeping.

## Set Works

Arthur Miller *The Crucible* (Methuen Student Editions – ISBN: 978-1408108390)

Willy Russell *Blood Brothers* (Methuen Modern Classics – ISBN: 978-0413767707)

John Buchan/Patrick Barlow *The 39 Steps* (Samuel French – ISBN: 978-0573114403)

Carl Grose (Kneehigh Theatre) *Hansel and Gretel* (Oberon Books – ISBN: 978-1849430579)

Malorie Blackman/Dominic Cooke *Noughts and Crosses* (Nick Hearn Modern Plays – ISBN: 978-1854599391)

William Shakespeare *A Midsummer Night's Dream* (Penguin Shakespeare Edition – ISBN: 978-0141012605)

## Useful Websites/ Further Information

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

## Staffing Details

Miss Dodd  
ldodd@theroyal.school



# Cambridge National - Business

CAMBRIDGE NATIONALS IN ENTERPRISE AND MARKETING LEVEL 1/2 - J837



## Course Content and Units

### Specification code (J837)

There are 3 component units in this course. 2 units are internally assessed assignments & 1 unit externally assessed written exam.

- **R067: Enterprise and Marketing Concepts** (1 hour and 15 minutes external written exam)  
In this unit you will learn how market research gives the entrepreneur an insight into the wants and needs of its customers, so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business.
- **R068: Design a Business Proposal** (internally assessed)  
You will learn how to develop market research tools and use these to complete your market research. You will use your research findings to decide who your customers will be, create a design mix and produce your product design ideas. For your final design you will gain feedback and then assess the strengths and weaknesses of your ideas. You will complete financial calculations to determine whether your proposal is likely to make a profit
- **R069: Market and Pitch a Business Proposal** (internally assessed)  
You will learn how to design a brand which will make your product stand out in the market, then create a

campaign to get your brand noticed by customers. You will create a presentation that you will pitch to an audience.

## How will you be assessed?

- **R067: Enterprise and Marketing Concepts** (external written exam)
- **R068: Design a Business Proposal** (internally assessed)
- **R068: Design a Business Proposal** (internally assessed)

Each unit is individually graded as pass, merit, distinction, or distinction \*. The points total at the end of your course determine your overall grade.

## Business & Management skills you will develop:

- Hands on experience of real-world scenarios
- Organising your time to meet deadlines
- Communication & IT
- Working as part of a team
- Independent research
- Problem solving, creative thinking & decision-making

## Future careers using this subject

- Highly valued by employers, this course qualification will help you prepare for

academic or further vocational study at level 3 as well as apprenticeships.

- It can lead to exciting opportunities in business finance, accountancy, law, banking, human resources, business management & marketing.

## Useful Websites/ Further Information

The Cambridge National In Enterprise and Marketing is a practical, work related two year course. You learn by completing projects and assignments that are based on realistic workplace situations and activities. Business is one of the most interesting, relevant and varied subjects available. Recently planned educational trips include Cadbury World, Jaguar Land Rover, JCB and Merry Hill.

Useful website:

- <https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-2-j837/>

## Staffing Details

Mrs A Chandard  
achandard@theroyal.school



# BTEC - Information Technology

PEARSON BTEC LEVEL 1/LEVEL 2 TECH AWARD IN DIGITAL INFORMATION TECHNOLOGY  
<https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Information-Technology/2016/>



## Course Content and Units

Course/department OCR Level 1/Level 2  
Cambridge National in IT

### Component 1: Exploring User Interface Design Principles and Project Planning Techniques

Students will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

### Component 2: Collecting, Presenting and Interpreting Data

In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements. You will be able to evaluate your solution based on the user requirements.

### Component 3: Effective Digital Working Practices

Learners will explore how organisations use digital systems and the wider implications associated with their use.

## How will you be assessed?

- Written
- Topic tests
- Past exam Questions
- Mock exams
- Coursework / Portfolio
- Classwork and homework
- Electronic
- Microsoft Teams

## Skills Developed

Systems and networks  
Data analysis  
Planning  
Cloud computing  
Machine learning  
Design

## Future careers using this subject

IT Support  
Technician  
Data Scientist.  
Web Developer.  
Cyber Security.  
Data Manager  
Graphic Designer  
IT Systems Manager

## Department Information

- Extra-curricular Activities
- Advance coding – Python, Javascript and HTML / CSS
- Adobe Creative Suite Training – including photo and video editing

## Careers web links

<https://senecalearning.com/en-GB/>  
<https://www.teach-ict.com/>

## Staffing Details

Mr P Hall  
phall@theroyal.school

Mr Griffin  
mgriffin@theroyal.school

# Hospitality and Catering

WJEC VOCATIONAL AWARD HOSPITALITY AND CATERING LEVEL 1 /2 AWARD (TECHNICAL AWARD)



## Course Content and Units

WJEC 5409

By studying this course students 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 sociocultural influences on food availability, production processes, diet and 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 to create menus for different types of establishments

How food can cause ill health is investigated and applied in practical tasks.

## How will you be assessed?

### Unit 1 (40%) The Hospitality and catering industry

External assessment by examination. This will be a mixture of short answer, extended writing and application questions. Students will be able to complete the examination on line or by the traditional paper based examination where knowledge of all aspects of the Hospitality industry are examined

### Unit 2 (60%)

The Hospitality and catering industry in action-Is a practical based internally assessed examination. A brief is given to students to apply the Hospitality and catering principles and propose relevant provisions in that particular area.

## Knowledge/skills developed

- Research and investigation,
- Planning to include dietary needs,
- Organisation both in planning and preparing food,
- Presentation of data,
- Evaluating of work,
- Practical skills for food preparation, cooking and presentation

## Future careers using this subject

Careers in the Food Industry.  
Further study connected to Food Industry.  
In addition :

- Nutritionist/ Sports Nutritionist,
- Dietician,
- Teacher,
- Nursing,
- Healthcare,
- Social care.

## Department Information

This is a relatively new course for The Royal. Last year saw the first 16 students undertake the course and a range of dishes were made. Students gained the full range of marks including Distinction \*

As this qualification is vocational there will be opportunities to visit different establishments within the Hospitality and catering sector.

## Useful Websites/ Further Information

[https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/#tab\\_keydocuments](https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/#tab_keydocuments)

Grading for this qualification is Level 1 Pass, Level 1 Merit Level 1 Distinction Level 2 Pass, Level 2, Level 2 Merit and Level 2 Distinction. The Board can award Distinction \*

## Staffing Details

Subject Leader email address:  
ama@theroyal.school



# Cambridge National - Sport

OCR – Cambridge National in Sports Studies



## Course Content and Units

The OCR GCSE (9-1) in Physical Education course equips students with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being.

## Unit content

### J587/01: Physical factors affecting performance

Written examination: 60 marks – 1 hour  
30% of overall qualification  
This component will assess:

- 1.1 Applied anatomy and physiology
- 1.2 Physical training

### Physical factors affecting performance

introduces and explores some of the physical factors which underpin participation and performance in physical activities and sports. Learners will start to explore the ways in which parts of the human body work and function during physical activity and the physiological adaptations that can occur due to diet and training. Learners will also develop their knowledge and understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results. The study of these topics will aid learners in the development of both their own practical performance and that of others.

### J587/02: Socio-cultural issues and sports psychology

Written examination: 60 marks – 1 hour  
30% of overall qualification

This component will assess:

- 2.1 Socio-cultural influences
- 2.2 Sports psychology
- 2.3 Health, fitness and well-being.

In learning about Socio-cultural issues and sports psychology, learners will develop their knowledge of socio-cultural influences that impact on participation and performance in physical activities and sports. Engagement patterns of different social groups will be understood by learners, along with strategies to promote participation with practical examples. The commercialisation of physical activities and sports will be understood, including the influences of sponsorship and the media. Learners will develop their knowledge and understanding of sports psychology theories related to acquiring movement skills and optimising performance. Learners will be able to reflect on their own learning and performance of physical activities and sports skills to recognise the key psychological concepts affecting performance. Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sports to their health, fitness and well-being.

### J587/04 Practical Performances

Non-exam assessment: 60 marks  
30% of overall qualification

This component will assess:

- Core and advanced skills in three activities taken from the approved lists:
  - one from the 'individual' list
  - one from the 'team' list
  - one other from either list.

In Component 04, Practical Performances, learners are internally assessed through the NEA in performing three practical activities. Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions

### J587/05 Analysis and Evaluation of Performance

Non-exam assessment: 20 marks  
10% of overall qualification

In Component 05, Analysing and Evaluating Performance, learners are internally assessed through the NEA in one performance analysis task. They are required to demonstrate their ability to analyse and evaluate their own practical performance or that of a peer in order to:

- analyse aspects of personal performance in a practical activity
- evaluate the strengths and weaknesses of the performance
- produce an action plan which aims to improve the quality and effectiveness of the performance



## How will you be assessed?

Assessment consists of 2 externally examined papers and two non-examined assessment components.

## Knowledge/skills developed

### Social and Personal Skills

- Communication: Interacting effectively with peers and teachers to discuss strategies, feedback, and team objectives.
- Resilience: Overcoming challenges, learning from mistakes, and maintaining motivation to improve performance.
- Critical Thinking: Analysing performance, evaluating strategies, and solving problems within a sporting context.
- Practical and Analytical Skills
- Performance Analysis: Observing, analysing, and evaluating performance to identify strengths and weaknesses and create action plans for improvement.
- Tactical Application: Selecting and using appropriate tactics, strategies, and compositional ideas to perform effectively.
- Fitness and Physiology: Understanding human anatomy (e.g., major bones and joints), physiology, and the types of fitness required for different sports.
- Knowledge and Understanding
- Health and Well-being: Understanding the contribution of physical activity and sport to health, fitness, and overall well-being.

- Understanding of Sport: Gaining knowledge of different sports and their rules, tactics, and key skills

## Future careers using this subject

This course is designed to equip students with the necessary skills and knowledge to progress on to A Level PE or applied sports courses, as well as degree level courses, including:

- Sports and exercise science
- Sports physiotherapy
- Sports nutrition
- Performance analysis
- Sports psychology
- Sports marketing
- Sports coaching

## Staffing Details

Mr J Kennedy (Director of Sport)  
jkennedy@theroyal.school



# GCSE PE



## Course Content and Units

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education consists of two externally-examined papers and two non-examined assessment components.

### Unit content

#### Component 1: Fitness and Body Systems

Written examination: 80 marks – 1 hour 30 mins  
36% of the qualification 80 marks

Content overview

- Topic 1: Applied anatomy and physiology
  - Topic 2: Movement analysis
  - Topic 3: Physical training
  - Topic 4: Use of data
- Assessment overview

#### Component 2: Health and Performance

Written examination: 1 hour and 15 minutes  
24% of the qualification 60 marks

Content overview

- Topic 1: Health, fitness and wellbeing
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data.

#### Component 3: Practical Performance

Non-examined assessment: internally marked and externally moderated 30% of the qualification 105 marks (35 marks per activity)

Content overview

Skills during individual and team activities

The assessment consists of students completing three physical activities from a set list. One must be a team activity. One must be an individual activity. The final activity can be a free choice. Students must participate in three separate activities. Students will be assessed against set assessment criteria found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education practical performance assessment criteria document on our website.

#### Component 4: Personal Exercise Programme (PEP)

Non-examined assessment: internally marked and externally moderated 10% of the qualification (20 marks)

Content overview

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP Assessment overview. The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance. These will be assessed by the teacher and moderated by Pearson.

### Staffing Details

Mr Kennedy  
jkennedy@theroyal.school



# ASDAN - The Personal Development Programme



## Course Content and Units

The Personal Development Programme is a substantial and wide-ranging qualification. It is designed to engage students in relevant and motivating learning programmes that elevate them to achieve their goals whilst raising self-confidence.

Students choose challenges from the Personal Development Programme student book, which comprises 192 challenges from 12 modules:

- Communication
- My community
- Sport and leisure
- Independent living
- My environment
- Number handling
- Health and wellbeing
- World of work
- Science and technology
- The wider world
- Expressive arts
- Beliefs and values

## How will you be assessed

The emphasis of the course is to demonstrate their achievements through evidence. The course is 100% coursework with no examination.

Students are required to plan and review their work at key points, explaining how they have developed their skills in six areas: Ability to learn; Teamwork; Problem solving, IT skills; Literacy; and Numeracy.

The students are required to build a portfolio of work and evidence for the units they have completed which is then externally assessed.

## Skills Developed

ASDAN (Award Scheme Development and Accreditation Network) is a new option and offers a range of programmes and qualifications covering a vast array of skills and areas of study. The ASDAN course at The Royal School will be tailored to the specific needs and interests of the students who opt for it. Opportunities exist for studying in smaller groups which will provide students time to develop study skills as well as support with time management and organisation. The skills which are developed on the course are valued by employers as they develop essential employment skills as well as independent learning.

## Staffing Details

Mrs Jones  
kjones@theroyal.school



# Functional Skills – English



## Course Content and Units

Functional Skills English comprises of 5 levels, each containing an element of writing, reading and speaking and listening.

The students cover topics such as:

- Reading a range of texts such as newspaper reports, emails and short stories.
- Identifying key information within a range of texts
- Writing skills (writing emails, reports and summaries)
- Comparing texts
- Understanding the purpose of texts
- Identifying language features
- Spelling, punctuation and grammar
- Dictionary skills
- Communication skills
- Speaking and listening skills required in everyday life and workplace situations

Many of these skills can be directly mapped to skills required in other academic subjects, such as English Language GCSE.

## How will you be assessed

Each level of the Functional Skills is assessed through a formal exam which can be taken throughout the year and when the student is deemed ready. As such the functional skills offers an individualised pathway to exams.

## Knowledge/skills developed

The key aim for Functional Skills English is to enable the student to develop confidence and fluency in, and acquire a positive attitude towards, English. This qualification is designed to help students develop their English skills in a practical context. Students will learn to demonstrate their competence in English by using it in real-world situations as well as demonstrating a sound grasp of basic English knowledge and skills.

## Useful Websites/ Further Information

<https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills.html>

## Staffing Details

Mrs Jones  
kjones@theroyal.school

# Functional Skills – Maths



## Course Content and Units

Students will study the following eight components:

- Component 1: properties of number
- Component 2: the four operations
- Component 3: ratio
- Component 4: money
- Component 5: the calendar and time
- Component 6: measures
- Component 7: geometry
- Component 8: statistics

## How will you be assessed

All components are internally assessed (teacher marked) and then moderated by AQA. Each component is marked out of 30, giving a total mark out of 240 for the whole portfolio.

## Skills Developed

Functional Skills maths qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace.

They provide assessment of learners' underpinning knowledge as well as their ability to apply this to the workplace. They also provide a foundation for progression into employment or further technical education and develop skills for everyday life.

A key aim for Functional Skills Mathematics specifications is to enable the learner to demonstrate a sound grasp of mathematical skills at the appropriate level and be able to apply mathematical thinking effectively to solve problems successfully in the workplace and in other real-life situations.

Lessons are provided in small groups and hence provide a supportive environment for pupils with additional needs to develop their mathematical understanding.

## Useful Websites/ Further Information

<https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills.html>

## Staffing Details

Mrs Jones  
kjones@theroyal.school

## Testimonials

**“Functional Skills maths qualifications provide a foundation for learners to progress into employment or further technical education. They also develop skills for everyday life”.**

**“Pupils who study functional skills maths are financially capable and are able to think independently, can reason and problem solve”**



# Elevate



## Course Content and Units

Elevate is a practical life skills course that aims to bridge the gap between traditional academic subjects and the essential life skills that young people need to succeed in independent living, employment and further education. There will be opportunities to work collaboratively on group projects and participate in personal development activities. The course will also focus on developing functional English and maths skills.

The course consists of 7 projects per year and will be taught 2 hours per week.

## How will you be assessed

There will ongoing assessment during each project through presentations, completed work and presentations. Evidence will be gathered in pupil workbooks. Pupils may also achieve Functional skills maths and English qualifications (Entry level 1 to Level 2 depending on the pupil).

## Knowledge/skills developed

Pupils will develop independent living skills (e.g. money management, organisation), literacy and numeracy skills for real-life situations, employability skills including communication, teamwork and problem solving and their confidence, resilience, and adaptability for life after Year 11. Pupils will also develop their skills in both Functional skills maths and English.

## Staffing Details

Mrs Jones  
kjones@theroyal.school



Inspiring individuals to achieve their personal best and to compete and contribute as local and global citizens

Penn Road, Wolverhampton, West Midlands, WV3 0EG Tel: 01902 341230 [www.theroyalschool.co.uk](http://www.theroyalschool.co.uk)